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ABSTRACT

Reporting the development of multi-session inservice meetings directed at program modification and prescriptive teaching of handicapped students enrolled in vocational, technical, or adult education (VTAE) programs, this document is divided into three major sections. The first section contains a summary of the project activities. Included is information regarding cooperation with other agencies; inservice activities in the VTAE districts; collection of materials for handicapped and special education; project publications for use with handicapped persons; state and national program and conference participation; and consulting and advisory activities. A discussion of future directions concludes this first major section. Section two contains the following three papers which were delivered at various national and regional meetings: "Building Vocational Education for the Handicapped"; "Zeroing in on the Barriers which Keep the Handicapped from Employment--A Big Job for Vocational Researchers"; and "Integrating the Handicapped Student into Regular Classes: Can the Educational Researcher Help?" Section three (half of the report) contains summaries of the workshops held in six of Wisconsin's VTAE districts. (BM)

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Modifying regular programs and developing curriculum materials for the vocational education of the handicapped

Lloyd W. Tindall, Director
John J. Gugerty, Specialist
Barbara Dougherty, Specialist

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Progress Report 1977

Wisconsin Vocational Studies Center

University of Wisconsin-Madison

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PREFACE

For the past three and one-half years the Wisconsin Vocational Studies Center has been involved in a project to provide inservice and instructional materials to Wisconsin's vocational, technical and adult education districts. Major emphasis during the past year has been directed toward the modification of regular vocational programs to allow participation of handicapped students. This report reflects the activities carried out during the 1976-1977 project year.

In the 1973-1976 period, the project activities were directed toward creating an awareness of the needs of the handicapped. Inservice meetings and workshops for VTAE teachers and members of the "community" helped accomplish this task. "Communities" include VTAE teachers and administrators, secondary school personnel, agencies at both the state and local level and other interested persons. During this time a collection of statewide and national vocational education resource materials on handicapped and special education was compiled. Over 4,000 copies of the bibliography listing these materials have been distributed and the collection is being widely used by Wisconsin educators. Many additional publications have been produced during the past three and one-half years to aid teachers in the instruction of handicapped students.

During the past 12 months of operation much emphasis has been placed on the development of multi-session inservice meetings directed at program modification and prescriptive teaching of handicapped students. The demand for modified courses is rapidly growing as more and more handicapped students seek admission to VTAE classes.

The procedures for modifying vocational courses for the handicapped have become more clarified during the past project year. The future direction of the project will be to further develop the modification procedures, conduct multi-session inservice meetings and develop materials which will be of value to the VTAE teachers as they teach the handicapped.

Lloyd W. Tindall
Project Associate
Wisconsin Vocational Studies Center
University of Wisconsin-Madison

TABLE OF CONTENTS

Page

Section I - Summary of Project Activities

Introduction 1
Project Accomplishments 1
Cooperation with Other Agencies 1
Inservice Activities in the VTAE Districts 3
Collection of Materials for Handicapped and Special Education 4
Project Publications for Use with Handicapped Persons 4
State and National Program and Conference Participation 5
Consulting and Advisory Activities 6
Future Directions 6

Section II - Presentations at Meetings and Conventions

New and Related Services Division-Special Needs Section of the 1976 American Vocational Association Convention in Houston, Texas, December 5, 1976 - *Building Vocational Education for the Handicapped* 7

Paper presented at the 1976 Annual Meeting, North-Central States, AERA/SIG for Community Junior College Research, Madison, Wisconsin, July 16, 1976 - *Zeroing in on the Barriers which keep the Handicapped from Employment- A Big Job for Vocational Researchers* 20

Paper presented at the 1976 Annual Meeting, North-Central States, AERA/SIG for Community Junior College Research, Madison, Wisconsin, July 16, 1976 - *Integrating the Handicapped Student into Regular Classes: Can the Educational Researcher Help?* 22

Section III - Summary of Workshops held in the Vocational, Technical and Adult Education Districts

Fox Valley Technical Institute 25
Milwaukee Area Technical College 33
Wisconsin Indianhead Technical Institute 42
Southwest Wisconsin Vocational Technical Institute 46
Nicolet College and Technical Institute 55
Milwaukee Area Technical College 56

SECTION I - SUMMARY OF PROJECT ACTIVITIES

INTRODUCTION

"Modifying Regular Programe and Developing Curriculum Materials for the Vocational Education of the Handicapped" was funded by the Wisconsin Board of Vocational, Technical and Adult Education for a period of July 1, 1976 to June 30, 1977 through the Vocational Education Act of 1968. The goal of the Handicapped Project has been to serve the VTAE districts as they provide educational services to the handicapped. The "handicapped" are defined as those individuals with hearing, visual, physical, emotional, speech, mental, and learning disabilities and those persons with drug and alcohol abuse problems and persons with correctional backgrounds.

PROJECT ACCOMPLISHMENTS

This goal has been accomplished by concentrating on five major areas of service activities to help serve VTAE districts and organizations in Wisconsin: (1) inservice meetings in VTAE districts; (2) collection of materials on handicapped and special education; (3) publications for use in working with handicapped persons; (4) consulting and advisory activities in VTAE districts; and (5) exhibits at state and national programs and conferences. Details of these areas follow.

Cooperation with Other Agencies

Project staff communications were not solely limited to working with teachers and administrators in the various districts. Many state and local agencies were involved in order to help provide a more complete service to the handicapped. It is extremely necessary to include VTAE schools, secondary schools, human service agencies, employers and parents in a "community" approach to educating the handicapped. The following is a listing of some of the cooperating agencies and organizations which project staff have involved in developing services to VTAE districts.

Assisting Agencies and Organizations

Wisconsin Board of Vocational, Technical and Adult Education
Wisconsin Department of Public Instruction
    Bureau for Exceptional Children
    Bureau for Career and Manpower Development
Wisconsin Department of Health and Social Services
    Division of Vocational Rehabilitation State and District Offices
    Division of Mental Hygiene
    Bureau for the Blind, Division of DVR
Vocational, Technical and Adult Education Districts
Community Services Board System in Wisconsin
UW-Stout, UW-Eau Claire, UW-Oshkosh, UW-Stevens Point
Mendota and Winnebago Mental Health Institutes
Headwaters Regional Achievement Center-Rhinelander
CESA Districts
Great Lakes Intertribal Council
Wisconsin Service Bureau for the Deaf
Wisconsin Association of Retarded Citizens
Governor's Committee on Employment of the Handicapped
Wisconsin Public Schools
    Local Vocational Education Coordinators
    Special Education Coordinators
    Administrators and Teachers
District 916, White Bear Lake, Minnesota
Minnesota Instructional Materials Center
Wisconsin Employment Security Division
University of Wisconsin-Madison
    Department of Educational Administration
    Department of Behavioral Disabilities
    Center for Studies in Vocational and Technical Education
        Policy Recommending Committee
Jewish Vocational Service
University of Missouri
    Department of Counseling and Personnel Services
Goodwill Industries of Milwaukee
Currative Workshop of Milwaukee
Jewish Vocational Services of Milwaukee
Proud Associates, Palmer, Massachusetts
System Sciences, Inc., Chapel Hill, North Carolina
Milwaukee County Child and Adolescent Center
Rehabilitation Department, Stoughton Community Hospital
ADVOCAP, Supported Work Program, Oshkosh, Wisconsin
Stoughton Public School System
La Raza, Inc., Title I-Migrant, Appleton, Wisconsin
Barneveld Public School System
Unified Community Services Board of Grant and Iowa Counties
Employees Assistance Program-State of Wisconsin
Northern Pines Unified Services Center Board, Cumberland, Wisconsin
Wisconsin Epilepsy Foundation

Threshold Workshop, West Bend, Wisconsin
Golner Precision Products, Inc., Hartland, Wisconsin
Dane County Community Services Board
Madison Opportunity Center

Inservice Activities in the VTAE Districts

Since 1973 the content and direction of inservice offerings has been gradually changing. During the early stages of the project, the emphasis was on helping VTAE personnel and communities become aware of the needs, characteristics and capabilities of the handicapped. Increased awareness led to a need to modify vocational programs for the handicapped in each VTAE district. Recent federal legislation mandating that the handicapped be served has also increased the need to modify vocational programs to accept handicapped persons into the regular classroom. As a result of this need, project staff have been developing inservice offerings on how to modify vocational courses for the handicapped. A multi-session inservice course on *Program Modification and Prescriptive Teaching for Handicapped Students* has been developed. The inservice course usually covers the modifications necessary in four to six disability areas. Five such courses have been offered during the past 18 months in the VTAE system. The courses usually consist of 12 weekly sessions.

Project staff members were in communication with all 16 VTAE districts during the project year. In addition to the multi-session inservice courses, project staff helped individual VTAE districts develop plans for educating the handicapped, consulted with individual teachers, conducted over 40 small group meetings with VTAE teachers, administrators and inservice committees and conducted informal resource meetings in the districts. The informal resource meeting involved setting up major displays of materials in the VTAE school and providing information to individual teachers during the day of the display. A list of inservice meetings with the VTAE districts follow.

Fox Valley Technical Institute 12 session inservice course	September 15 through December 18, 1976

Milwaukee Area Technical College 12 session inservice course	September 22 through December 14, 1976
Wisconsin Indianhead Technical Institute	January 21, 1977
Southwest Wisconsin Vocational, Technical Institute 12 session inservice course	January 24 through April 18, 1977
Madison Area Technical College	March 8, 1977
Nicolet College and Technical Institute	March 31, 1977
Milwaukee Area Technical College Four day inservice meeting	May 31 through June 3, 1977

Collection of Materials for Handicapped and Special Education

The continuous search for new materials added over 600 items to the Vocational Materials Resource Center collection on handicapped and special education. This brings the total collection to 2,500 items which have been collected by project monies and made available on a free loan basis to Wisconsin teachers. The distribution has been financed in part by the Wisconsin Department of Public Instruction. The publication *Vocational Education Resource Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education 1975* and *The Supplement to the Second Edition 1976* contain over 1,800 items. The 3rd Edition, to be published in the Fall of 1977 will contain around 2,500 items. Nearly 1,500 items were mailed to Wisconsin teachers during the 1976-1977 school year.

The goals of the collection of materials on the handicapped are three-fold: (1) collect materials which assist in the modification of regular programs; (2) provide information relative to existing national programs which may be of value to Wisconsin programs and (3) to provide curriculum materials specially designed for use with handicapped students.

Project Publications for Use with Handicapped Persons

Vocational Education Resource Materials, A Bibliography for Free Loan Materials for Handicapped and Special Education, Third Edition 1977. Contains 2,500 items.

Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational, Technical and Adult Education District, 1977. This publication contains information on 150 vocational/career programs funded by the Wisconsin Board of Vocational, Technical and Adult Education and Wisconsin's 16 VTAE districts.

Modifying Vocational Programs for the Handicapped, Progress Report 1977. This is a progress report of the project *"Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped"*.

A series of publications entitled *It's About Time the Needs of the Handicapped Came Out In The Open* is under development. The following publications on specific disabilities have been completed and can be obtained from the Center.

-*It's About Time Visual Impairments Came Out In The Open*

-*It's About Time Hearing Impairments Came Out In The Open*

-*It's About Time Alcohol Abuse Came Out In The Open*

-*It's About Time Physical Disabilities Part I Came Out In The Open - amputation, monoplegia, hemiplegia, triplegia, quadruplegia, paraplegia*

-*It's About Time Physical Disabilities Part II Came Out In The Open - cerebral palsy, multiple sclerosis, muscular dystrophy, spina bifida*

-*It's About Time Physical Disabilities Part III Came Out In The Open - aphasia, cystic fibrosis, epilepsy*

In addition, project personnel produced many handouts for use in in-service meetings and workshops concerning the vocational education of the handicapped.

State and National Program and Conference Participation

A two hour program was prepared by the project staff for the Special Needs Division program at the American Vocational Association Convention in Houston, Texas in December, 1976. Project staff also made presentations at the American Education Research Association Special Interest Group Annual Meeting in Madison, Wisconsin in July, 1976. In addition, an exhibit of project materials was provided for the Wisconsin Special Education Conference in Oshkosh in February.

Consulting and Advisory Activities

Many individuals have asked project staff members for services relating to instruction, materials and help in developing programs for handicapped students.

Lloyd Tindall served on a subcommittee to the President's Committee on Employment of the Handicapped to develop a national forum on Pathways to Employment. The National Forum was held for 250 participants in Washington, D. C. on November 21 through 23, 1976.

FUTURE DIRECTIONS

The project will continue to emphasize the modification of regular programs for the handicapped as VTAE teachers receive an increasing number of handicapped students into their classrooms. Cooperation with secondary vocational and special education teachers will be emphasized in order to achieve a smooth transition of students from the high school to the VTAE system. Multi-session inservice offerings will be offered and designed to meet the need of individual classes of teachers and administrators in the VTAE districts.

Project staff members will be looking for new materials which emphasize modifed curriculum for use in teaching the handicapped. Staff members will also seek information from projects in Wisconsin and elsewhere which can be used by Wisconsin teachers.

The goal of the project will be to provide continued service to the VTAE districts as they increase services to handicapped persons.

Wisconsin Vocational Studies Center
University of Wisconsin - Madison
321 Education Building, Box 49 • Madison, WI 53706
Phone: 608-263-3696

CURRICULUM MODIFICATION AND PRESCRIPTIVE TEACHING FOR HANDICAPPED STUDENTS

Presented to: New and Related Services Division-Special Needs Section of the 1976 American Vocational Association Convention, Houston, Texas, December 5, 1976

Presented by: Lloyd W. Tindall, Ph.D. and John J. Gugerty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

BUILDING VOCATIONAL EDUCATION FOR THE HANDICAPPED

The goal of our handicapped project staff at the Wisconsin Vocational Studies Center is to serve Wisconsin vocational, technical and adult education teachers and community members as they serve the handicapped. We do this by providing four services: (1) inservice sessions for teachers; (2) developing materials; (3) collecting materials and (4) disseminating materials.

During the past two years as a component of the inservice sessions, we have developed a course called *Curriculum Modification and Prescriptive Teaching for Handicapped Students* to be taught in Wisconsin's vocational, technical and adult education districts. The 12 session inservice course was piloted at the Milwaukee Area Technical College in the January to March 1976 period and is now being repeated at MATC and also at the Fox Valley Technical Institute. Several additional sessions will be taught on the University of Wisconsin-Madison campus and around the state during the coming year.

Our Center staff works through VTAE district administrators and teacher inservice committees to design the course around specific needs of the teachers who will be in the class. We are prepared to deliver instruction in ten disability areas and seven content areas, depending upon needs of

(continued on page 10)

SURVEY I

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

District_____ Job Position_____

Campus_____ Teachers Include Speciality Area_____

Date_____

SURVEY ON THE DESIRABILITY OF INSERVICE TRAINING
TO WORK WITH SPECIAL NEEDS STUDENTS

In serving Special Needs Students, it is often helpful to have a working knowledge of teaching techniques and program modifications that have been found to be effective with these students. In order to determine your need and desire for inservice training which emphasizes these teaching techniques and program modifications, we ask you to answer the following questions.

1. Do you feel that inservice training in methods to teach and modify programs for people with handicaps is necessary?

   Yes_____ No_____

2. Would you be willing to participate in any such inservice training if it were offered at or near your campus?

   Yes_____ No_____

3. If you answered "Yes" to number two, please review the following topic areas and mark those that you would most like to learn more about:

Training Content Areas \ Disability Areas	Physical Disability	Mental Disability	Hearing Impairment	Visual Impairment	Emotional Disturbance	Learning Disability	Drug/Alcohol Dependency	Speech Disability	Ex-Offenders	Language/ Cultural Disability	Multiple Disabilities
Awareness of Needs, Characteristics, and Capabilities											
Evaluation: Strategy, Techniques, Utilization											
Adaptation of Classroom and Building Facilities											
Modifying Curricula Appropriately											
Specialized Teaching Techniques											
Job Placement Strategies											
Role of Other Agencies in Serving People with Handicaps											

4. What type of inservice format would be best suited to your needs?

   _____One-Day

   _____Mini-Course (2-3 sessions offered in the late afternoon or early evening, over a period of time.)

   _____Multiple-Session (4 or more sessions offered in the late afternoon or early evening over a period of time.)

5. Comments:

SURVEY II

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

CLASS SURVEY

1. What specific objective do you wish to achieve in this course?

2. What are some of the problems which you are currently having in teaching the physically, visually, hearing, EMR, or learning disabled students?

3. Do you have handicapped students in your classes at present?
   Yes_____ No_____ If yes, what are the handicaps?

4. Have you had handicapped students in your class previously?
   Yes_____ No_____ If yes, what are the handicaps?

5. What formal training and/or work experience have you had with handicapped students?

6. Please list the resource persons whom you feel would contribute to the success of the class.

the prospective class. A survey is used to measure teacher interest in inservice training on Program Modification and Prescriptive Teaching. Survey I shows the disability and training areas in which teachers may receive instruction.

Teachers indicating an interest in taking the class are asked to complete Survey I. If teachers indicate a willingness to participate, they are then asked to fill out Survey II which asks for specific goals, objectives and problems which teachers hope to solve by taking the course.

Surveys I and II give us sufficient information to construct a tailor made curriculum for teachers who will be enrolled in the course. We have an indication of the disability and content areas which concern the prospective class members. We also have an indication of the existing awareness of the needs of the handicapped which teachers in the prospective class possess. Usually the top four or five disability areas and the top three or four training areas are selected for inclusion in the course.

Surveys I and II are summarized and profiles of teacher needs are constructed. By following this process we identify individual class needs and set an example of individualization to meet student needs. Teachers desiring information in areas not selected for major emphasis will be given materials, handouts and individual help to solve problems which they may be having in teaching specific handicapped students. After analyzing the Surveys we are ready to begin the class sessions. A model outlining the development of an educational prescription is presented at the first class session to intiate the prescription procedure which will lead to the modified course. (See figure one) Teachers are required to modify one course for students in at least two disability areas.

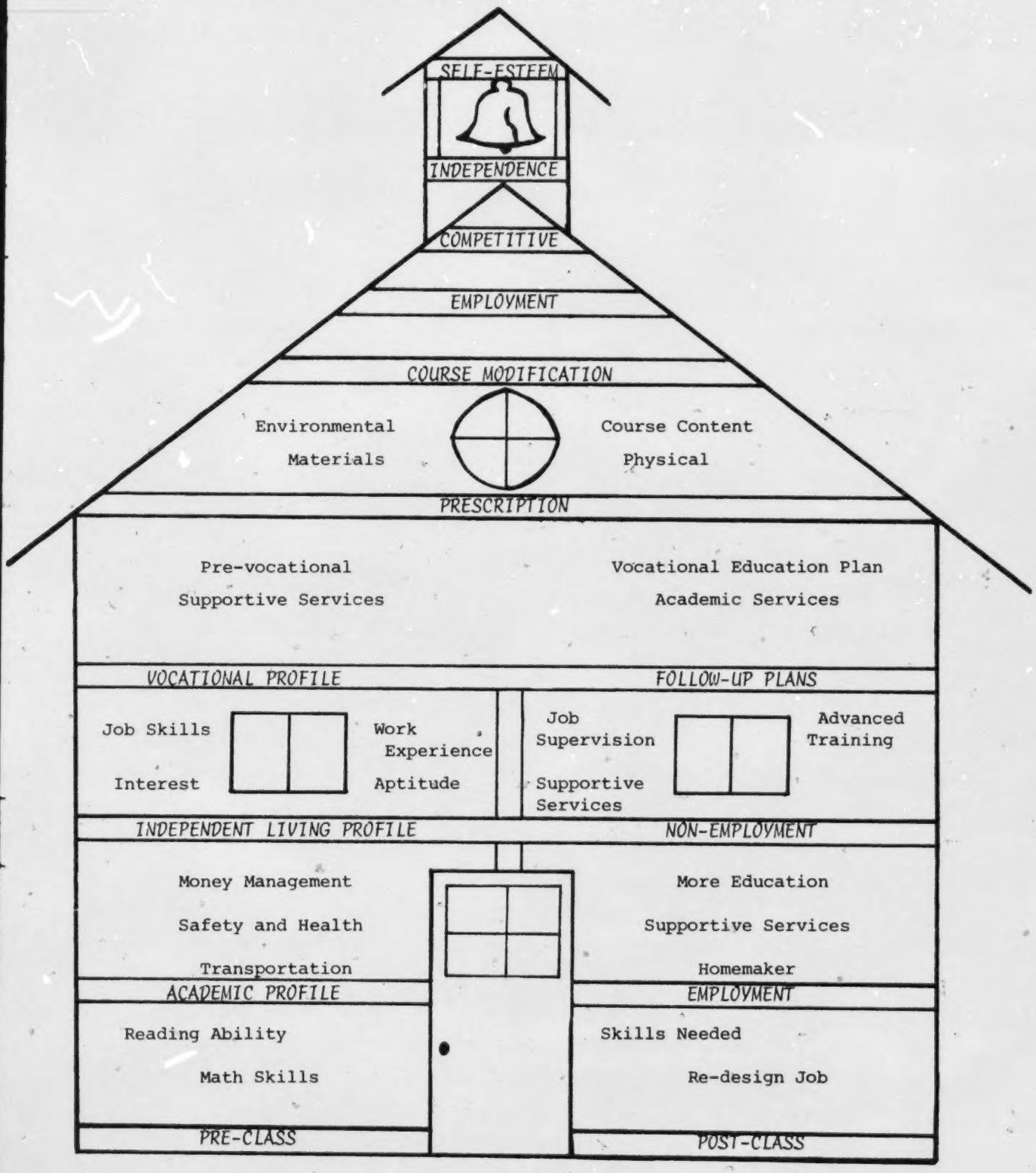
DEVELOPING A PRESCRIPTIVE FOUNDATION

A medical doctor would not hand out random prescriptions to persons in the office waiting room in hopes of curing each respective illness. Neither should such a shot-gun approach be used by vocational educators in developing programs for handicapped students. Teachers must have adequate

FIGURE ONE

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

BUILDING VOCATIONAL EDUCATION FOR THE HANDICAPPED



background information about each handicapped student if they are to build appropriate vocational education programs for the handicapped.

The information needed to make a good prescription is divided into two basic categories: (1) those things we need to know before the class starts or early in the class; and (2) those things which we need to consider after the class ends. We need to be aware of areas in the students background which may yield information valuable in making the prescription. We should have some knowledge of the students Academic Profile, especially reading ability, math skills and learning modes. A review of the students Independent Living Profile will give us information about his or her ability to get along with peers, money management ability, safety and health situations, the need for transportation and other aspects of independent living. The students Vocational Profile will give clues to his or her job skills, work experience, interests and aptitudes.

We must also be looking ahead with the student to the Post-Class environment. What Employment Skills will be needed? Will the student need a special job or a redesigned job? In thinking of Follow-up Plans, will job supervision, supportive services or advanced training be required? Our student may be headed toward a Non-employment status. If non-employment is the case, what would be the next step? Would it be more education or some supportive service?

You are probably asking at this point, why do I need all this information and where will I get it. All such information may not be needed. However, an attempt should be made to obtain enough information about the student to mak- a viable prescription. Sources of information include the student, school counselors, rehabilitation counselors and parents.

We are now ready to make a Prescription for the individual student. As we prescribe an educational plan for the student we must consider the help which the student needs outside the vocational classroom. Pre-vocational, supportive and academic services may be necessary to supplement the vocational education plan. Teachers should ask for these services if they feel such services are needed. The prescription should include the tasks which are to be learned and the method for teaching the tasks or competencies. The

prescription should include Course Modification plans. Modifications may include course content, materials, physical and environmental changes, and modified teaching techniques. Although the prescription may be readily made, the course modifications may take much longer. Prescriptions calling for individualized instruction, materials development and physical modification in the classroom may not be filled during the current semester or school year. This does not mean that handicapped students must remain outside the regular classroom until the ultimate modifications are completed. Handicapped students are usually able to succeed in the regular classroom with modifications which are made before or during the early stages of the class.

Hopefully, the process of building vocational education for the handicapped will lead to Competitive Employment, Independence and finally to the Self-Esteem which the handicapped justly deserve.

The remaining class sessions are devoted to preparing teachers to work with students having specific or multiple disabilities. The content of this preparation process for the mentally retarded, learning disabled, and hearing impaired will follow.

PREPARING TEACHERS FOR WORK WITH RETARDED STUDENTS

The ultimate goal of the prescriptive programming approach to the education and training of retarded students is threefold:

a) assist the student's efforts to develop a broader behavior repertoire and more complex behaviors;

b) help the student develop control over himself or herself;

c) aid the student in his or her efforts to achieve functional control over his or her academic, employment and social environments.

A key determinant of the extent to which a retarded person will achieve these goals is the degree of success that the individual experiences in the vocational training environment. The retarded student's chances of success in this environment are enhanced or hindered by the efforts of the teachers whom this student encounters. In order to increase the likelihood

that the retarded student will experience positive and productive education and training, we at the Wisconsin Vocational Studies Center offer as part of our multi-session teacher-in-service program a section devoted to teaching the retarded learner. The in-service process which we use consists of four parts:

1) *Awareness:* the experience of being retarded in a classroom situation geared to faster learners;
2) *Reassurance:* soliciting input from the class concerning their success experiences with retarded learners:
3) *Problem Definition:* spelling out the learning characteristics often associated with a retarded student, and examining those aspects of the teaching process for which modification should be considered;
4) *Problem Resolution:* presenting strategies designed to compensate for or overcome the problems raised.

We attempt to provide an experience of being retarded in a mainstream educational setting by asking the in-service trainees to solve a problem in abstract reasoning. After allowing them to work on that problem for about ten minutes, we give them a problem in precise communication, and provide them with reassurances that even if they were unable to solve the reasoning problem, they should find the communication problem easier to do. After allowing an additional ten minutes to work on the problem, the trainer asks if anyone solved either problem. In the likely event that no one has, the trainer elicits the feelings of the trainees. These will usually be feelings of inadequacy, frustration, anger, embarrassment, and failure. After exploring these emotions together, the trainer tells the trainees that:

a) they have now experienced a <u>small</u> taste of what a retarded person can undergo when classes are presented in ways that are too complicated for him or her to cope with;
b) they would probably have experienced much greater success had they received more complete instructions and procedural guidance. Examples of more adequate instructions are then given for each of the problems they attempted to solve.

The Reassurance Phase of the in-service process is designed to remind participants that a) they have already successfully educated retarded

students (who may not have been so labeled) and b) they have the teaching skills needed to do so even if they have yet to enroll a retarded learner in their courses. The trainer solicits examples of successful classroom experiences with retarded students and reviews the skills in which the teachers are currently proficient.

The Problem Definition Phase of the in-service process includes both a description of the learning characteristics frequently manifested by retarded students and a review of categories which should be considered when modifying a course for a retarded student. An outline of these categories would include:

A. Assessment and Evaluation Results
   1. Existence
   2. Availability
   3. Utilization

B. Employment Goals

C. Physical Plant Modifications (classroom, lab, etc.)

D. Course Content
   1. Quantity
   2. Areas covered
   3. Reading level
   4. Math level (when applicable)

E. Identification, Selection, and Sequencing of Skills and Concepts to be Taught
   1. Determination of rate of presentation

F. Textbook, Workbook, Manual, and Other Written Material

G. Teaching Materials and Aids for Teacher Use

H. Teaching Materials and Aids for Student Use

I. Teaching Procedures
   1. For use with the entire class
   2. For use with the handicapped student on an individual basis

J. Testing of the Student for Mastery of the Course Material
   1. Content
   2. Procedures
   3. Success criteria

K. Grading - Types, Criteria

L. Emotional Climate of the Classroom

1. Feelings of non-retarded students
2. Feelings of handicapped students
3. Feelings of the instructor

M. Supportive Services

1. In-house
2. Outside agencies

N. Administrative Policy

O. Employer Contact and Job Placement

The Problem Resolution Phase of the in-service process is presented in several learning modes:

a) A "hands-on" experience, which might include classroom practice in the determination of instructional objectives, task analyses and sequencing exercises, construction of instructional materials, development of a list of survival vocabulary for the trainees' courses, and the analysis and appropriate modification of texts and manuals.

b) A field trip to other classes or rehabilitation facilities in which retarded persons are receiving skill training. Where possible, the trainees are paired with people teaching a similar or comparable skill (e.g. auto mechanics with small engines).

c) Classroom presentations, which can include audio-visuals, visuals, handouts, and resource people (both retarded and non-retarded).

We at the Wisconsin Vocational Studies Center are currently completing a series of visuals which are designed to assist the trainer in presenting problems frequently experienced by the retarded learner in a classroom situation and strategies designed to overcome these problems. Included are problems such as the following:

1. Shakey self-confidence,
2. Deficient short term memory,
3. Deficient long term memory,
4. Difficulty in attacking problems,
5. Slowness in responding to assignments,

6. Difficulty making associations/generalizations,

7. Deficient skills of observation.

The visuals are intended to serve as the framework for a class presentation which would elaborate on both the problems likely to be encountered and the possible solutions for them. The rate of presentation and depth of elaboration can be tailored to the needs and desires of each individual group of trainees.

TEACHING THE LEARNING DISABLED

The goals of the prescriptive programming approach and the in-service process for preparation to teach the learning disabled are similar to the process defined in teaching the mentally retarded. The wall charts give details of the steps necessary in preparing vocational teachers to teach the learning disabled. Teacher awareness of the problems of the learning disabled can not be taken for granted. Therefore, the first step is to help teachers understand the differences between the learning disabled and the non-learning disabled student. This is done by using paper and pencil techniques and visuals which are designed to give teachers an idea of how the learning disabled may function in the classroom. The next step is to help teachers identify learning disabled students in the classroom and provide indicators which may give clues to the presence of a learning disability.

Following the awareness and identification of learning disabilities problems, the open road solution is proposed. In this highly generalized solution the idea is expressed that the visual, auditory, and tactile learning paths are blocked and another avenue of learning must be used. Teaching techniques are identified which will help overcome the blocked learning modes.

A session on changing attitudes of learning disabled students and their classmates toward the learning disabled is appropriate at this time. Completion of the attitude session should lead to a disscussion of how the auditory, visual and tactile learners may overcome blocked learning avenues by using alternative learning methods. At this point we are ready

to design instruction for individual students with specific learning disabilities.

PREPARING TEACHERS TO WORK WITH HEARING IMPAIRED STUDENTS

To effectively prepare vocational teachers to instruct hearing impaired students, the Modification Project staff employs a training sequence similar to that used to prepare teachers to work with retarded students. The sequence consists of an awareness phase, a reassurance phase, a problem definition process, and a problem resolution process.

The awareness phase attempts to simulate the experience of hearing loss through recordings, ear muffs, or other equipment. The reassurance phase solicits success experiences which trainees may have had with hearing impaired students. The reassurance phase carries over into the problem definition and problem resolution processes by drawing out and re-synthesizing what the trainees already know about presenting their course materials in a visual, kinesthetic, or tactile format.

During the problem resolution phase, "hands-on" tasks, resource people, and class presentations are utilized.

The Modification Project staff has also produced a set of visuals designed to aid in the class presentation segment of the problem resolution phase. The content of the visuals serves to structure the trainees' thinking concerning possible strategies in the areas of:

a) classroom arrangements,

b) the teaching process itself, and

c) the provision of needed supportive services.

Each visual can function as the stimulus for a more in-depth presentation of the problems encountered in these areas and potential solutions which could be employed by the teacher.

MATERIAL COLLECTION, DEVELOPMENT AND DISSEMINATION

The Wisconsin Vocational Studies Center operates a free loan library on handicapped and special education materials for Wisconsin residents.

Nearly 2,500 items from throughout the nation have been collected during the past three years. A bibliography entitled Vocational Education Resource Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education, Second Edition, 1975 and Supplement to the Second Edition, 1976, have been published and distributed widely in the state. Wisconsin teachers may borrow items from the library by sending a postcard containing the "S" numbers of the materials to the Center. These materials have proven valuable in providing an awareness of the needs, capabilities, and characteristics of the handicapped and for use in modifying programs for the handicapped.

Our Center staff also develops materials as time allows. Currently under development is a series of publications entitled, *It's About Time The Needs Of The Handicapped Came Out In The Open.* These publications are written for vocational educators and the content ranges from awareness of the particular disability to classroom teaching techniques. Publications on *Visual Impairment, Hearing Impairment, Physical Disabilities,* and *Alcohol Abuse* have been completed and are being distributed to Wisconsin teachers.

During the past three years a publication called Vocational/Career Education Programs for Persons With Special Needs in Wisconsin's Vocational Technical and Adult Education Districts has been produced by the staff. This publication contains information on Vocational/Career programs for handicapped and disadvantaged funded by the Wisconsin Board of Vocational Technical and Adult Education in Wisconsin's 16 VTAE districts.

Prescribing a vocational teaching plan and developing the appropriate curriculum modifications for handicapped students is a complicated task and will occur at an increased pace as more handicapped students ask for vocational services. This presentation is not intended as an answer to all questions concerning curriculum modification and prescriptive teaching for handicapped students. We do hope that some ideas have been provided which will be of value to you in developing modified programs for the handicapped.

Outline of paper presented at the 1976 Annual Meeting, North-Central States, AERA/SIG for Community-Junior College Research. Madison, Wisconsin, July 16, 1976

Lloyd W. Tindall
Wisconsin Vocational Studies Center
University of Wisconsin-Madison
Box 49, 329 Education Building
Madison, Wisconsin 53706

Zeroing in on the Barriers Which Keep the Handicapped From Employment - A Big Job for Vocational Researchers

During the past two and one half years the Wisconsin Vocational Studies Center has been conducting a project on Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped. The objective is to provide services to teachers in Wisconsin's Vocational, Technical and Adult Education Districts as they provide services to the handicapped. This has been accomplished by conducting in-service meetings for VTAE teachers, a national search for materials and by developing materials on the vocational education of the handicapped. The handicapped have been identified as those persons with visual, hearing, mental, speech and language, emotional, and learning and physical disabilities. Also included are persons with alcohol and drug abuse problems and ex-offenders. The activities of this project have helped to identify the barriers which ultimately prevent the employment of the handicapped.

The barriers which keep handicapped people from employment are often subtle, sometimes unintentional and may indicate a lack of knowledge or consideration on the part of teachers and employers. Before discussing existing barriers to the employment of the handicapped, a look at formidable barriers which have been surmounted is in order. A great deal of effort has been expended during the eight years since the 1968 Vocational Ammendments in developing pre-vocational and supportive services for the handicapped in order to prepare them for vocational courses and employment. Successful methods for teaching the handicapped have been developed. The needs, characteristics and capabilities of the handicapped are known. Attitudes of teachers and administrators which have worked against placing the handicapped in regular classrooms are being overcome. Jobs can be redesigned to accomodate the capabilities of the handicapped. These are a few of the accomplishments to date.

The next step is to identify barriers which impede the education and employment of the handicapped and encourage researchers to venture upon projects which will alleviate the barriers. The first barrier centers on the confidentiality laws which are springing up at state and national levels. There is some information of consequence which vocational teachers need if they are to develop viable educational prescriptions for the handicapped. This information includes the reading levels of the students, learning modalities of the students, any learning disabilities which may exist and appropriate instructional techniques which have been successful in teaching the students in the past. Confidentiality laws are restricting the flow of such information from secondary to post-secondary schools and from evaluators to teachers who are teaching employability skills. Researchers need to determine if the laws are really protecting the handicapped or if such laws are acting as a barrier to potential employment.

Only a minimal amount of the existing vocational textbooks and materials have relevance in teaching the handicapped. Publishers have not found such modifi-

cations to be economically feasible to develop. Modifying materials for the various handicaps in literally hundreds of vocational courses would be an enormous task, require astronomical budgets and would likely be outdated upon completion. Models on quick, streamlined modification techniques are needed to enable teachers to develop modified programs.

Developing methods of employer - teacher cooperation in articulating vocational education for the handicapped provides a third area of research to remove an existing barrier. Teachers must ascertain that skills taught are the skills needed on the job. A fourth area of research could be directed toward helping employers modify and redesign jobs to match the skills of the handicapped. A model for accomplishing this task would be of great value to employers.

Legal aspects of employing and providing employable skills to the handicapped need to be researched as to the obligation of schools, teachers and employers. Most current litigation on the handicapped has been directed towards low age and educational levels. What is the obligation to adults?

A large amount of money is currently being spent on evaluating the handicapped by schools, rehabilitation centers and private organizations, especially in the work sample evaluation area. What is the role of evaluation in developing an educational prescription? Vocational Educators need to develop guidelines on the preparation of individual educational prescriptions for handicapped students from the existing evaluations. Unfortunately a great deal of money spent on the evaluation of the handicapped is actually wasted for the lack of guidelines on what to do with the evaluation material obtained. This gap between evaluation and developing educational prescriptions which lead to employment must be closed.

Finally, why are courses on the vocational education of the handicapped not a requirement for vocational teacher certification? Very few courses pertaining to vocational education of the handicapped even exist in our nation's university systems. It appears that certification may be the key issue in developing vocational education which leads to employment. The alternative is voluntary certification and scattered interest among vocational educators concerning employment of the handicapped. Research on the needs and merits of certification for vocational education of the handicapped is long overdue.

In conclusion, it is apparent that more research and innovations are needed to deliver vocational education to the handicapped. University educators, research and planning persons in Vocational, Technical and Adult Education Districts and others are in an excellent position to conduct basic and applied research directed toward the vocational education and employment of the handicapped. A broad base of data on educating the handicapped is available. Such data should be used in developing research which will help alleviate the remaining barriers to employment of the handicapped.

Outline of paper presented at the 1976 Annual Meeting, North-Central States, AERA/SIG for Community-Junior College Research. Madison, Wisconsin, July 16, 1976.

John J. Gugerty
Wisconsin Vocational Studies Center
University of Wisconsin-Madison
Box 49, 32[illegible] Education Building
Madison, Wisconsin 53706

Integrating the Handicapped Student Into Regular Classes: Can the Educational Researcher Help?

The process of integrating students with handicaps into regular programs is not a unitary phenomenon. It consists of at least four aspects: a) temporal, b) physical, c) social-emotional, and d) instructional. Each aspect has unique benefits and potential problem areas. The integration process itself implies a policy change which entails a shift from the group to the individual as the basic unit around whom education is planned, organized, and conducted.

The problems and opportunities evolving from this integration process can be expected to have a significant impact on education at the post-secondary level for some time to come, because 10-12 percent of all people currently aged 5-18 have a physical, emotional, or intellectual handicap. As the educational opportunities for these people increase at the primary and secondary levels, it is logical to assume that their expectations for educational opportunities at the post-secondary level would also increase.

In the areas of adult education, the unmet needs of handicapped people are staggering. For instance, the labor department estimates that 57 percent of this nation's 15 million handicapped people are NOT employed and the majority of the rest are underemployed. If post-secondary institutions are committed to serving all who can benefit from their services, then these institutions should address themselves to the educational needs of the nation's handicapped people.

The researcher in a post-secondary setting has an opportunity to make a significant contribution to the successful integration of handicapped people into regular programs. The researcher can assist in determining the most efficient and effective strategies utilized by each major group concerned about the integrative process.

The first major group, administrators, are concerned about issues such as the establishment of priorities, preparation of staff (curriculum content, skill training, and emotional preparation), coordination of services, accountability, and legal issues.

The second major group, teachers, have concerns about classroom management issues, teaching process issues, and materials modification issues.

The third major group, students, are concerned about issues such as peer acceptance, success in class, and employment success after graduation. The researcher can help determine the impact of both administrative and teacher actions on these student concerns by employing at least four direct measures and eight unobtrusive measures which can serve as indicators of effectiveness.

The fourth major group of people concerned about the integrative process is comprised of both parents of and advocates for handicapped students. Concerns of this group include the quality of education and elimination of the barriers to a quality education for handicapped people. Advocates often view administrative, teacher, and researcher behavior as oriented mainly to the preservation of the status quo. There are at least eight behaviors often practiced by school personnel that can be interpreted as stalling tactics. Unintentional misunderstanidng can exacerbate an already emotionally charged situation.

The actual research methodology which could be utilized to define, study, and ameliorate the problems stemming from integrating handicapped students into regular classrooms will also be reviewed. These include "innovation as experiment," goal-free evaluative research, summative versus formative evaluative research, and the team approach to the research process and research utilization.

SECTION III - SUMMARY OF WORKSHOPS HELD IN THE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

VTAE DISTRICT	DATE	ATTENDANCE	PAGE
Fox Valley Technical Institute 12 Session Inservice Course	September 15 through December 8, 1976	18	25
Milwaukee Area Technical College 12 Session Inservice Course	September 22 through December 14, 1976	31	33
Wisconsin Indianhead Technical Institute	January 21, 1977	40	42
Southwest Wisconsin Vocational Technical Institute 12 Session Inservice Course	January 24 through April 18, 1977	35	46
Madison Area Technical College	March 8, 1977	15	
Nicolet College and Technical Institute	March 31, 1977	80	55
Milwaukee Area Technical College	May 31 through June 3, 1977	20	56

PROFESSIONAL DEVELOPMENT COURSE

"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING FOR HANDICAPPED STUDENTS"

September 15, 1976 to December 8, 1976

at

Fox Valley Technical Institute

Appleton, Wisconsin

Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

Alternate Instructors: Lloyd W. Tindall, Ph.D. and Barbara Dougherty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

COURSE OBJECTIVES

(1) To help participating teachers develop educational prescriptions for students with emotional, learning, language/cultural or mental disabilities, as well as for students who are ex-offenders or who are recovering from chemical abuse problems.

(2) To help participating teachers modify vocational courses and materials in order to make them more suitable for students having the disabilities enumerated above.

(3) To help participating teachers become more cognizant of employer's needs and expectations concerning the hiring of persons having the disabilities listed above.

COURSE OUTLINE

September 15	OVERVIEW OF THE COURSE Overview, assignments, model for prescriptive programming, and resources available.
September 22	EMOTIONAL DISTURBANCE I What is mental health? What is emotional disturbance? Signs of impending problems; possible courses of action; vocational evaluation--strategy, techniques, utilization.
September 29	EMOTIONAL DISTURBANCE II Strategies for teaching the emotionally restored person, curriculum modifications which could help, employment considerations.
October 6	LEARNING DISABILITIE I Description, assessment and determination of learning disability.
October 13	LEARNING DISABILITIE II Teaching strategies and curriculum changes which could help, employment considerations.
October 20	LANGUAGE/CULTURAL DIFFERENCES I Why are these differences? What are some of the major cultural differences?
October 27	LANGUAGE/CULTURAL DIFFERENCES II Differences, continued; teaching strategies and curriculum modifications which could help.
November 3	LANGUAGE/CULTURAL DIFFERENCES III Teaching strategies and curriculum modifications, continued; employment considerations.
November 10	EX-OFFENDERS Why is this a disability? Assessment, teaching and curriculum strategies which may help.
November 17	DRUG/ALCOHOL DEPENDENCY What is it? Warning signs of impending problems; what can be done about it?
November 24	DEVELOPMENTAL DISABILITIES What are they? Teaching strategies and curriculum modifications which could help.
December 8	IMPLEMENTATION Setting long-range goals for your course, your school, your community. Evaluation of the course.

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Alternate Instructors: Lloyd W. Tindall, Ph.D., and Barbara Dougherty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

Complete Evaluation: 17/18 Participants

Number of Teachers From Department Area

Agriculture	1	Mathematics	2
Auto Body	2	Police Science	1
Auto Mechanics	1	Public Service	1
Diesel Mechanics	1	Social Studies	2
Food Service	1	Special Needs Program	1
Evaluation	1	Student Services	1
General Education (ABE)	2		

A. Please evaluate the following content areas of the professional development course on Prescriptive Teaching of Handicapped Students conducted at Fox Valley Technical Institute from September 15 to December 8, 1976, which you have just completed.

1. *Number of class sessions (12) and length of class sessions (two hours).*

a.	Adequate - long enough to cover material without causing loss of interest.	1
b.	Good	4
c.	Seems adequate for depth presented. Could make it longer if more specific techniques were presented rather than general background.	1
d.	Just-about-right	1
e.	Class at excellent time - length of class satisfactory	1
f.	I felt that for some of the material covered, there were too many classes, too much staff at times. Could have been shortened considerably by eliminating some weak areas.	1
g.	This was just right.	1
h.	Adequate	2
i.	A equate - some areas we possibly could spend more time.	1
j.	Much material covered for length of time. Sometimes two hour block was too short for the content material to be heard.	1
k.	Good format	1

l.	The time and length was great.	1
m.	Fine	1

2. *Prescription foundation model approach.*

a.	Good, very sensible	1
b.	Good	3
c.	Again need training in specific teaching techniques not indicated in model	1
d.	Ok	1
e.	Very complete	1
f.	Logical approach	1
g.	...the what?	1
h.	I think the approach was good.	1
i.	Very good	2
j.	This is a good method to use in my opinion.	1
k.	This perhaps could be expanded on with more guidelines for us that are very specific	1
l.	Agree with	1
m.	Great	1
n.	Interesting	1

3. *Disability areas covered*

a.	A lot were presented that I guess I wasn't aware of - good!	1
b.	Touched major areas of my concern.	1
c.	Very good	1
d.	Should be more extensive.	1
e.	Very complete	2
f.	Could have been more flexible because of the varied interests of the students.	1
g.	There should have been more covered on the area of disability.	1
h.	Informative	1
i.	Ok	1
j.	Yes. Enough information was received to thoroughly cover situations.	1
k.	A sufficient number were covered. We hit on the most important ones to me (except emotional problems). I would have like more on this.	1
l.	Good but wanted more on drugs.	1
m.	Excellent	1
n.	Adequate	1
o.	Good areas - liked some better than others.	1
p.	No answer	1

4. *Class presentations*

a.	Interesting - gave a good overall feeling for the area.	1
b.	Varied and interesting	1
c.	Good	5
d.	Interesting - liked practical applications.	1
e.	Got a lot out of hearing what others are doing.	1

f.	The class presentations were very interesting, even though I did not agree with all of them.	1
g.	Excellent	2
h.	Fine	1
i.	They fit very well with material.	1
j.	Very good	2
k.	Beautiful!	1

5. *Resource persons*

a.	Good - They may not have always answered what we thought we wanted to know but we were made to do some thinking and assessing.	1
b.	Well - Qualified for area presented by these individuals. Gave good insight into what the particular disadvantaged person goes through.	1
c.	Would have liked a special education methods teacher.	1
d.	More resource people actually involved on daily basis.	1
e.	Excellent	2
f.	Good variety - could be more.	1
g.	Most very good, a few, so-so!	1
h.	The resource persons were excellent.	1
i.	All were adequate.	1
j.	Good to have the number of people that we had.	1
k.	Most were very good. Some left more questions than were answered.	1
l.	Interesting and helpful.	1
m.	Very good - interesting	2
n.	Ex-offender was good. Most were not as good as would be.	1
o.	Terrific	1

6. *Handouts*

a.	Many - but necessary!	1
b.	More than ample.	1
c.	Excellent	2
d.	Very good	3
e.	Overpowering, but pertinent.	1
f.	Excellent - voluminous - good future resource materials.	1
g.	The handouts are excellent to keep and use at a time of need. They are very informative.	1
h.	Very good. Will come in handy in the future.	1
i.	Almost too many.	1
j.	Excellent. They're very good as reference at any time.	1
k.	Too many.	1
l.	Good	1
m.	Abundant	1
n.	Worthwhile	1

7. *Assignments*

a.	Made me do some actual thinking and make some needed "thought about" changes!	1
b.	Broad enough to adapt to any of our individual program needs. Definitely provided opportunity to produce something practical for ourselves.	1

c.	Very appropriate.	1
d.	More help to direct assignments for course content.	1
e.	Fair - appropriate.	1
f.	I didn't mind doing because it's something I can use.	1
g.	Finding rewriting packages difficult.	1
h.	The assignment was fine. I dislike weekly assignments.	1
i.	Appropriate, will be used in cause content to student advantage.	2
j.	Fine. Not too much or too little pressure applied. Individual needs were not.	1
k.	Fair	1
l.	Why a project?	1
m.	Useful for me.	1
n.	I don't believe that the information given was not good enough for changing or modification of curriculum. But the feeling of understanding handicapped persons was great.	1
o.	Super!	1
p.	Very useful to our program.	1

B. *What parts of the course were most useful to you?*

a.	Discussions that ensued!	1
b.	Presentations on alcoholism, ex-offenders, service aide program, cultural deprivation and poverty, learning disability.	1
c.	Content regarding emotional disturbance.	1
d.	Interaction with resource people and other class members.	1
e.	Segments on mental retardation and learning disabilities.	1
f.	Assignment	1
g.	Those parts dealing with learning disabilities, etc.	1
h.	I enjoyed the resource persons and received much valuable information from them.	1
i.	All were very useful.	1
j.	Reading level - how to determine it.	1
k.	Alcoholism, handicapped and learning disabilities	1
l.	Some of the handouts.	1
m.	Handouts, resource people	1
n.	Chemical addiction, Charles Fernandez, John Neubuurt, also film and talk on urban area	1
o.	Handouts	1
p.	All - in some ways.	1
q.	I liked it all. I found many good points. Things I have not been doing.	1

C. *Which parts of the course should be altered?*

a.	No answer	6
b.	I would like to see more on motivation of culturally deprived.	1
c.	More applicable material regarding learning disabilities most presently encountered and the prescribe modification.	1
d.	Areas that arouse interest and answers - should be enlarged.	1
e.	Unsure	1
f.	Possibly more resource persons.	1

g.	Alteration is not needed. Shouldn't change a good thing.	1
h.	Possibly spend more time in areas of emotions. Ways to help or assist people with possbile negative emotions.	1
i.	I don't know. If any are altered, it might be for small group interests.	1
j.	More concrete ways that we can help these people.	1
k.	More specific prescriptions or maybe discussion of these more specifically. At times this did happen.	1
l.	Great speakers.	1

D. *Are ther additional content areas which should be added to the course?*

a.	No answer	5
b.	Seems adequate except lacking teaching techniques for retarded and learning disabled.	1
c.	Not to this limited course.	1
d.	Possibly more on emotional problems.	2
e.	Not to fit my needs.	1
f.	More on physical disabilities.	1
g.	Unsure	3
h.	This varies too much with individual expectations. Usually we want questions answered or guidance of "how to" when we must find our own best method.	1
i.	Wanted more on drugs.	1
j.	Physically handicapped personal problems.	1

E. *How can Fox Valley Technical Institute increase its long range effectiveness in providing education to handicapped students?*

a.	By stressing good communications among staff and outside people with the goal of SERVING PEOPLE!	1
b.	Develop pre-vocational courses in more departments.	1
c.	More cooperation with Department of Public Instruction and Special Education.	1
d.	Joint-planning by administrative and teaching staff.	1
e.	No answer	3
f.	"Special Needs Committee" is doing this.	1
g.	Ask me a year from now.	1
h.	Administration needs to listen more and talk less!	1
i.	In the physcial areas, modify one's ability to physically get into the school.	1
j.	Yes with more financing for materials, smaller class size when needed, and professionally trained people.	1
k.	Smaller classes (decrease teacher-student ratio).	1
l.	Individual classes.	1
m.	All teachers should be involved in at least portions of this course as pertains to their student body.	1
n.	Keep going in this direction.	1
o.	More individualized instruction - less work on total graduate - more on job outs	1

F. *What administrative policies should be added, dropped or altered to accomplish question D?*

a.	Serve people, forget numbers, budgets, etc.	1
b.	More curriculum time to develop programs.	1
c.	Committment to providing services to the handicapped.	1
d.	Small in-service grouping of administration and teachers.	1
e.	No answer	4
f.	After "Needs Committee" findings are jelled - can answer E.	1
g.	More realistic approach to teaching handicapped individuals.	1
h.	Policy change will not solve this problem.	1
i.	I appreciate the opportunity to take a course on the basis from which this was offered i.e. in-service type with consideration on salary schedule.	1
j.	None. The framework is there to meet these needs.	1
k.	Don't know.	1
l.	Provide more funds.	1
m.	Perhaps use parts at in-services.	1
n.	Certainly classes such as this is a great start to perhaps an impossible problem. Knowing and understanding handicapped problems must come first.	1

G. *Other comments?*

a.	I really enjoyed this course. Thought I had worked with a lot of handicapped but found out there were many more! Two good points: I learned about what's happening in other programs and also had a chance to meet staff members and the discussions that ensued; were great! We all did some thinking.	1
b.	Good job; interesting course - increases individual and school awareness. Need more!!!	1
c.	Try to involve more of teaching and administrative staff.	1
d.	Liked "nuts and bolts" approach to course.	1
e.	Glad I came!	1
f.	I enjoyed the class.	1
g.	Enjoyed the course. At first I had many doubts it would be helpful, but found it extremely interesting as time went on.	1
h.	Keep it up!	1
i.	I found it worthwhile and interesting. Many good ideas were presented and I can use many of them in our class now. I liked the course and found it moved very quickly.	1
j.	No comment	8

PROFESSIONAL DEVELOPMENT COURSE

"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING FOR HANDICAPPED STUDENTS"

September 22, 1976 to December 14, 1976

at

Milwaukee Area Technical College

Principal Instructor: Lloyd W. Tindall, Ph.D., Wisconsin Vocational Studies Center, University of Wisconsin-Madison

Alternate Instructors: John Gugerty and Barbara Dougherty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

COURSE OBJECTIVES

(1) To help participating teachers develop educational prescriptions for students with physical, visual, emotional, learning and language/ cultural disabilities.

(2) To help participating teachers modify vocational courses and materials in order to make them more suitable for students having the disabilities listed above.

(3) To help participating teachers be cognizant of the needs of employers who will be hiring handicapped persons.

COURSE OUTLINE

September 22	OVERVIEW OF THE COURSE Overview, assignments, model for prescriptive programming, and resources available.
September 29	PHYSICAL DISABILITIES I Using existing evaluations, teaching techniques, physical modifications.
October 6	PHYSICAL DISABILITIES II Employers' needs, coordinating education and employment needs.
October 13	VISUAL IMPAIRMENT Evaluations, teaching techniques, program modifications needed, modifying jobs.
October 20	EMOTIONAL DISTURBANCE I What is mental health? What is emotional health? Recognizing problems, courses of action, vocational evaluation--strategy, techniques, utilization.
October 27	EMOTIONAL DISTRUBANCE II Teaching the emotionally restored person, curriculum modifications, employment considerations.
November 3	LEARNING DISABILITIES I Description, assessment and determination of learning disability.
November 10	LEARNING DISABILITIES II Teaching techniques and modifications which could help, employment considerations
November 17	LANGUAGE/CULTURAL DISABILITIES I Major cultural differences, teaching strategies and curriculum modifications which could help.
November 23	LANGUAGE/CULTURAL DISABILITIES II Teaching strategies and curriculum modifications, continued; employment considerations.
December 1	DEVELOPMENTAL DISABILITIES What are they? Teaching strategies and curriculum modifications which could help.
December 14	IMPLEMENTATION Setting long-range goals for your course, your school, your community. Evaluation of the course.

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Completed Evaluation: 29/31 Participants

Number of Teachers from Department Area

Adult High School	1	Foreign Language	1
Basic Education	3	History	1
Basic Education-EMR	1	Librarian	1
Business	2	Machine Shop	1
Business Data Processing	1	Mathematics	3
Carpentry	1	Natural Science	1
Clothing	1	Nursing	4
Electronics	1	Photography	1
English	1	Printing and Publishing	2
ERTV	1	Reading	2
Family Living Education	1	Secretarial Science	3
		Welding	1

A. Please evaluate the following content areas of the professional development course on Prescriptive Teaching of Handicapped Students conducted at Milwaukee Area Technical College from September 22 to December 14, 1976, which you have just completed.

1. *Number of class sessions (12) and length of class sessions (two hours).*

a.	The number of sessions could be increased to 15.	1
b.	Number of class sessions are ok, but length is about 1/2 hour too long at the end of a work day.	2
c.	I feel the length of the class should be cut to one hour or 90 minutes.	2
d.	Fine!	2
e.	Would have preferred going straight through with no break and finishing earlier.	
f.	Rated 1 to 10, 7.	1
g.	Ok.	4

h. Good. 1
i. I feel that more sessions would be helpful, perhaps spread out over two semesters. There is so much to cover that we didn't always cover everything completely. 1
j. Good selection - fits in well with school schedules. 1
k. Adequate 2
l. Some seemed too long, but on the whole I think we did not have enough time for discussion. 1
m. It was difficult sitting 2 hours knowing the previous class got the same credit for 1½ hours. 1
n. Length of class and number of sessions - good! 3
o. Appropriate for amount of material covered. 1

2. *Prescription foundation model approach.*

a. This approach was a means to a good insight about the situation. 1
b. Could be very usable for one student in a class at a time, but might be cumbersome if a number of individuals were in a class at the same time. 1
c. Ok 3
d. Good approach for practical application. 1
e. Rated 8 on a scale of 1 to 10. 1
f. Good 2
g. Could be improved. 1
h. Good, needed individualized teaching. 1
i. Satisfactory 1
j. Great, if a pattern of approach can be seen to get you started. 1
k. Confusing at first, but finally figured it out - hopefully. 1
l. No answer. 5
m. This approach seems logical. We need a good foundation to solve any problem. 1
n. Very helpful and interpretive. 1
o. Would like to have had you go through this with examples given - I was unsure as to exactly what was needed. 1
p. Adequate - could have more description of this model. 1
q. Very good approach. 1
r. Excellent for beginners with little practice. 1
s. Very enlightening. 1

3. *Disability areas covered.*

a. The number of areas covered could have been increased to include for example, the language disabilities. 1
b. I felt more time should have been spent on physical disabilities and the modifications possible necessary. 1
c. Maybe the number of areas covered should be cut down so that the disabilities covered can be studied more extensively. 1
d. Good cross-section. 1
e. Good. 6

f.	Too many for such a short time.	1
g.	Very good, all areas covered.	2
h.	Seemed to have covered most.	1
i.	No answer.	1
j.	I learned of more disabilities than I knew even existed.	1
k.	Ok	1
l.	I gained a great deal from those covered. Even though I do not come in contact with most in the work I'm involved in.	1
m.	Adequate.	1
n.	Would like more specific and technical information about the disabilities.	1
o.	Generally good, some could be condensed, others expanded upon.	1
p.	Heightened my awareness.	1

4. *Class presentatio...*

a.	There was a sufficient amount of material presented in relation to each topic.	1
b.	Variety was appreciated.	2
c.	No answer.	2
d.	All right.	1
e.	Ok	2
f.	I would like to see less time spent in listening to resource persons tell us how great they and their programs are. I would like more specific information about disabilities.	1
g.	7 on a scale of 1 to 10.	1
h.	More outside resource speakers.	1
i.	Received very little direct information or understanding or insight.	1
j.	Good.	5
k.	Very good.	3
l.	Interesting.	2
m.	Most often was not presented in a manner to stimulate and provoke discussion.	1
n.	I feel the gentleman from Curative Workshop could have told us about his job without having to read it off a piece of paper - very boring.	1
o.	Speakers very informative.	1
p.	Special speakers were usually very good.	1
q.	Variety was good.	1

5. *Resource persons.*

a.	The people presented good, i.e. experienced news, on their topics.	1
b.	Added much to the materials presented.	1
c.	Knowledgeable and varied, some could be better briefed and prepared.	1
d.	Good - would like to see more deans present to give their views.	1

e. The man from Goodwill used offending language and could have cut his redundant presentation in half--would have liked more information on resource people at MATC (counseling division for example). 1

f. Have been interesting and informative. One guest speaker used profanities too frequently during his presentation. 1

g. Good. Would it be possible for a doctor (probably neurologist) to discuss problems of identifying handicapped people, EMR, Epilepsy, MS, etc. 1

h. Interesting. 1

i. Choice was fine, except the belligerent attitude of any group who came to "PUT DOWN" the group rather than help us discover the ailments. 1

j. Was glad to hear opinions of actual in field type people. 1

k. 6, on a scale of 1-10. 1

l. For the most part, good. 1

m. Good. 1

n. Very good except for one resource person who seemed to have a defensive attitude. 1

o. Very good. 3

p. Excellent. 1

q. Way too many. 1

r. Most were helpful. After the visit to Curative, the speaker from there was not necessary. 1

s. I felt this segment of the class was helpful, especially people that are employed at MATC who might not be familiar to the faculty members. 1

t. Should have more. 1

u. Had other resources available, but were resources out of town. Perhaps a resource center or list of materials available through Milwaukee institutions would be helpful to the class. 1

v. Some Ok. Some not great public speakers; not that this is the instructor's fault. 1

w. No answer. 1

6. *Handouts*

a.	Ok.	1
b.	Good. At least now I know some of my judgments were right about students and made me more aware of hidden handicaps.	1
c.	Good. Many suggestions given on handouts--would like even more technical information.	1
d.	Informative and useful in developing a better understanding of the handicapped.	1
e.	Much knowledge to be gained from them.	1
f.	Very adequate.	1
g.	The handouts have been very useful presently and as resource material.	1
h.	Good to excellent.	1
i.	Generally very good.	1
j.	Very good current information.	1
k.	Very worthwhile. Am sharing with wife and neighbor at home.	1
l.	Plenty--more on how to handle problems--don't generalize too much.	1
m.	Compile it in a book.	1
n.	A generous amount--covered many areas.	1
o.	Too many!	2
p.	10 on a scale of 1 to 10.	1
q.	Excellent.	4
r.	Excellent. I have used much of the material already.	1
s.	Excellent--well prepared and useful.	1
t.	Excellent because of their currency and authority.	1
u.	No answer.	2

7. *Assignments*

a.	Ok.	4
b.	Reasonable.	2
c.	Fair and worthwhile.	1
d.	Made you put into action your learning from class. Prefer this written assignment over testing.	1
e.	Clear and relatively simple.	1
f.	Stimulated thought.	1
g.	Prescription was interesting and obtainable. Modification was difficult to do with time limit.	1
h.	Beneficial.	1
i.	Good.	2
j.	Good--would be better if nothing was to be handed in at all.	1
k.	Just right.	1
l.	Do not dwell on idea of changing curriculum as much as learning experiences.	1
m.	Possibly could have used more definite instructions pertaining thereto. Some ideas as to content.	1
n.	Try to give the students more alternative assignments. Why must teachers always assign a "written" report?	1
o.	10 on a scale of 1 to 10.	1
p.	Would like to have been reminded on due date and also have an evening set aside to help us.	1
q.	Very good--made me think and explore.	1
r.	Well thought out and well organized.	1
s.	Helpful for awareness and exposure--not sure if all modifications and prescriptions can be applied.	1
t.	No answer.	2

8. *Field Trip*

a.	Ok--should be continued.	1
b.	Ok.	1
c.	Visit to Curative Workshop was very informative to me.	1
d.	Difficult to work in time schedule.	1
e.	Good.	2
f.	Good--would like more.	1
g.	Eye opening--should be retained.	1
h.	Very worthwhile.	2
i.	Enlightening. Didn't realize the extent of the Curative Workshop program.	1
j.	Enlightening.	1
k.	Interesting.	1
l.	An interesting experience to enhance the classes. Clarification regarding permission to attend should be clarified with all deans at MATC for uniformity.	1
m.	Excellent.	2
n.	Very educational.	1
o.	Very good idea. Spent time at J.V.S. and was very much impressed by the place.	1
p.	Very good--would have liked more.	1
q.	Very informative, thanks for the chance to take part.	1
r.	Corrected an opinion I had had about Goodwill Industries.	1
s.	10 on a scale of 1 to 10.	1
t.	Excellent. I visited Goodwill and learned so much. The tour guide was well informed and did not hesitate to answer questions. It was a most meaningful trip.	1
u.	No answer.	3

ALCOHOLISM

WHAT IS IT AND WHAT CAN WE DO ABOUT IT?

Friday, January 21, 1977

Sponsored by:

Wisconsin Indianhead Vocational, Technical and Adult Education District, Shell Lake

and

Wisconsin Vocational Studies Center, University of Wisconsin, Madison

9:30 - 9:35 a.m.	Introduction: Mr. Wayne Sabatke, Wisconsin Indianhead Technical Institute
9:35 - 10:00 a.m.	Overview of the Seminar and Alcoholism Survey: John Gugerty, Wisconsin Vocational Studies Center
10:00 - 11:00 a.m.	"Drink, Drank, Drunk"
11:00 - 11:10 a.m.	Break
11:10 - 12:00 noon	Questions and Discussion
12:00 - 1:00 p.m.	Lunch
1:00 - 3:00 p.m.	"The Employer's Role in the Total Treatment Program" Mr. Ben Molumby, Employee Assistance Program Consultant, State of Wisconsin, Madison
	"The Dryden File" (Employee Assistance Program Film)
	Mr. Steven Dingfelder, Ph.D., Chemical Dependency Coordinator, Northern Pines Unified Services Center Board, Cumberland
	Allan Maxwell, Youth Counselor, Northern Pines Unified Services Center Board, Cumberland
3:00 - 3:15 p.m.	Evaluation of the Seminar

"ALCOHOLISM:
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Completing Evaluation: 20

Administrator:	6
Coordinator:	5
Adult Education:	2
ABE Specialist:	1
Psychologist:	1
Bookkeeper:	1
Supervisor, T & I:	1
Law Enforcement Spec.:	1
Unknown:	2

		Responses
I.	Which areas were the most useful to you?	
a.	Allan Maxwell's overview discussion; I don't feel most of the staff fully comprehends depth of the problem.	1
b.	Job performance concept.	1
c.	Terminology, case reports.	1
d.	Visuals were excellent, as was discussion.	1
e.	Expertise of participants.	1
f.	Resource people/questions/discussion	1
g.	Films were excellent.	1
h.	Films. Led me more to the understanding of problems.	1
i.	Films. Excellent points brought out in both films.	1
j.	The two films.	2
k.	A.V. materials, especially video tape.	1
l.	Tape and film: reinforcement of previous information received in graduate school.	1
m.	Tape and film stirred thought processes that readied me for later oral presentation.	1
n.	What steps can be taken to help, prevent, aid drug abuse.	1
o.	No answer.	1
p.	It was all good.	3
q.	No particular component; all were relevant and worthwhile.	1

		Responses
II.	Which areas did you dislike or think should be altered?	
a.	I question position of guessing what the person's problem was; calls for unjustified opinion & unnecessary stereotyping.	1
b.	Info. on Employee Assistance Program; most of us would have little or no control over its implementation.	1
c.	Probably a little more on nature of alcohol and its progressive effects for those who haven't had this info. before.	1
d.	Total program & structure was confusing. Individual approaches were good.	1
e.	Oral presentations lacked content.	1
f.	Good points in all sessions.	1
g.	More physiological, psychological explanations in a build-up to soliciting commitment for i.d. purpose.	1
h.	Presentation techniques.	1
i.	None; time devoted to establishing a counseling program for the institution might have been decreased.	1
j.	None.	8
k.	Question mark.	1
l.	No answer.	2
III.	What suggestions do you have for future in-service programs as to format, subject areas, resource persons, & consultants?	
a.	Try to discourage excessive smoking!	1
b.	Parents should somehow be reached on alcoholism of children.	1
c.	Not only alcohol, other problems.	1
d.	Proceed with an employee assistance program.	1
e.	See Margret Mantell: Anoha AVTI-Anoha,Minn.	1
f.	Carry this to the students & instructional staff at our campuses.	1
g.	Too new to respond.	1
h.	Good format.	1
i.	Dr. Kern on Human Relations.	1
j.	A chemically dependent person(s) who would relate the various tricks, rationalizations, etc., parts of it.	1
k.	None.	4
l.	No answer.	6

		Responses
IV.	If you are a teacher, what additional resource materials or visual aids do you need to effectively instruct handicapped students?	
a.	I would like to see our instructors in general education obtain films & video tapes & the booklet "It's About Time", and utilize them in our instructional program.	1
b.	We have many films for general use in our group dynamics film library.	1
c.	Question mark.	1
d.	Why just the handicapped?	1
e.	No answer.	16
V.	Other comments:	
a.	No answer.	14
b.	Two excellent films.	1
c.	Excellent!	1
d.	None.	2
e.	Well received for its informational and instructional value.	1
f.	Some time should be spent on what causes alcoholism and drug abuse; there are reasons for it.	1

PROFESSIONAL DEVELOPMENT COURSE

"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING FOR HANDICAPPED STUDENTS"

January 24, 1977 to April 18, 1977

at

Southwest Wisconsin Vocational-Technical Institute

Fennimore, Wisconsin

Principal Instructor: John Gugerty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

Alternate Instructors: Lloyd W. Tindall, Ph.D. and Barbara Dougherty, Wisconsin Vocational Studies Center, University of Wisconsin-Madison

COURSE OBJECTIVES

(1) To help participating teachers develop education prescriptions for students with emotional, learning, language/cultural, or mental disabilities, as well as for students who are ex-offenders or who are recovering from chemical abuse problems.

(2) To help participating teachers modify vocational courses and materials in order to make them more suitable for students having the disabilities enumerated above.

(3) To help participating teachers become more cognizant of employers' needs and expectations concerning the hiring of persons having the disabilities listed above.

COURSE OUTLINE

January 24 OVERVIEW OF THE COURSE

Overview, assignments, model for prescriptive programming, and resources available.

January 31 EMOTIONAL DISTURBANCE I

What is mental health? What is emotional disturbance? Signs of impending problems; possible courses of action; vocational evaluation--strategy, techniques, utilization.

February 7 EMOTIONAL DISTURBANCE II

Strategies for teaching the emotionally restored person, curriculum modifications which could help; employment considerations.

February 14 LEARNING DISABILITIES I

Description, assessment and determination of learning disability.

February 21 LEARNING DISABILITIES II

Teaching strategies and curriculum changes which could help; employment considerations.

February 28 LEARNING DISABILITIES III

Additional teaching strategies and curriculum changes which could help; practice in coping with a learning disabled student.

March 7 MENTAL RETARDATION I

Description; assessment of students' capabilities and needs; teaching strategies.

March 14 MENTAL RETARDATION II

Additional teaching strategies and curriculum changes which could help; employment considerations.

March 21 ALCOHOL DEPENDENCY

What is it? Warning signs of impending problems; What can be done about it?

March 28 DRUG DEPENDENCY

What is it? Warning signs of impending problems; What can be done about it?

April 4 PHYSICAL DISABILITIES

What are they? Teaching strategies and curriculum modifications which could help.

April 18 IMPLEMENTATION

Setting long-range goals for your course, your school, your community. Evaluation of the course.

PROFESSIONAL DEVELOPMENT COURSE

"PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING

FOR HANDICAPPED STUDENTS"

January 24, 1977 to April 18, 1977

at

Southwest Wisconsin Vocational, Technical

and Adult Education District

Instructors - John Gugerty, Lloyd W. Tindall, Barbara Dougherty

Completed Evaluation: 18/35 Participants

Number of Teachers from Department Area

ABE - GOAL Coordinator	1	Home Economics Chairperson	1
Agriculture Chairperson	1	Home Furnishings	1
Agri-Equipment	1	Instructional Services Admin.	1
Agri-Mechanics	1	Machinery, Parts-Sales	1
Auto-Agri-Mechanics	1	Practical Nursing	1
Auto Body	2	Practical Nursing Chairperson	1
Auto Mechanics	2	Psychology	1
Business Education	1	Psychology-Social Science	1
Communications	3	Related Welding	1
Communications-Psychology	1	Secretarial Science	1
Drafting-Mathematics	1	Student Activity Coordinator	1
Food Preparation	1	Trades and Industry	2
GOAL	3	Vocational Exploration	3

A. Please evaluate the following content areas of the professional development course on Prescriptive Teaching of Handicapped Students conducted at Southwest Wisconsin Vocational-Technical Institute-Fennimore from January 24 to April 18, 1977, which you have just completed.

1. Number of class sessions (12) and length of class sessions (2 hours).

a.	Good, also the right length.	1
b.	Good.	1
c.	I think the number of sessions were adequate to cover the material. 2 hours is a good length for a class.	1
d.	Adequate.	2
e.	Satisfactory.	2
f.	OK	2
g.	No answer.	1

h. Very good length. Enough time to cover all the material. 1
i. Good! Probably couldn't cover enough material in less total hours. Some classes actually could have been a little longer to accomodate and encourage a little more discussion. 1
j. It seemed appropriate. 1
k. Good length.
l. Seemed to be adequate. 1
m. Twelve may have been a couple too many but not a major concern. 1
n. Twelve is an adequate number of sessions. Two hours is plenty long after teaching all day. 1
o. Very adequate. 1

2. Prescription foundation model approach.

a. Good idea, made one think! 1
b. No answer. 3
c. Very good approach. 1
d. Good. 1
e. I like this approach, the changing of areas keeps you interested. 1
f. Interesting. 1
g. Very well presented to a diverse group. 1
h. Excellent. 1
i. Fair. 1
j. OK 2
k. Excellent approach. 1
l. The idea is certainly good, but the particular presentation seemed to be somewhat difficult for me to follow. 1
m. I found this hard to understand, though it probably lent real meaning for those who received the entire presentation. I didn't. 1
n. My retention is not very good -- 1
o. Did not hear it. 1

3. Disability areas covered.

a. Good! 1
b. Emotional Disturbances - A Alcohol Dependency - A 1
Learning Disabilities - A Drug Dependency - C
Mental Retardation - B Physical Disabilities - A
c. They were all interesting -- except a lack of time did not allow us to go into alot of detail. 1
d. Interesting. 1
e. Covered very well. 1
f. Fine. 1
g. Good. 1
h. Appropriate. 1
i. All disability areas were covered well. 1
j. Gave us an insight into many areas and opened our eyes to things we had never through about. Good coverage, I felt. 1
k. Very good -- most that I needed. 1
l. Well, with excellent resource personnel. Good A-V helps. 1
m. I think these were covered very thoroughly. 1

n. Good coverage of my needed areas. 1
o. All areas were covered very adequately. 1
p. Might have hit the learning disabilities a little more for me. 1
q. Well covered. 1
r. All areas covered adequately. 1

4. Class presentations.

a. Excellent -- I guess this means the same as "Good!" in 1 and 3. 1
b. Barbara Bliss - A J. Gindt - I missed this 1
Marvin Case - B Wis. Epilepsy Assn. - B+
Ben Molumby - C J. Gugerty - A
L. Tindall - A
c. Excellent! The instructor developed a good rapport with the class and encouraged comments; was very accepting of ideas but told other side. 1
d. Interesting. 2
e. Done in a very informal manner. Well received. Learning took place. 1
f. Fine. 1
g. Excellent. 2
h. Willing to explain. 1
i. Excellent -- informative -- helpful -- challenging. I benefitted greatly from the lectures and discussions. 1
j. Quite good. Presentations were informative and plenty of time was allowed for questions and answers. 1
k. Most were excellent. 1
l. Interesting, pertinent. 1
m. Very adequate for the material presented. 1
n. Satisfactory. 1
o. Good. 1
p. Lecture method is going out -- could have used other sources or methods. 1

5. Resource persons.

a. All good material. Person from Employee Assistance Program was probably poorest presenter. 1
b. I particularly enjoyed B. Bliss and the Wis. Epilepsy Assn. Representative. 1
c. They were very good -- especially learning disabilities and mental retardation. 1
d. Satisfactory -- woman on dyslexia very good. 1
e. This area was adequate. 1
f. OK 1
g. Good 1
h. Good -- knowledgeable of area programs. 1
i. Fair. 1
j. I couldn't come in until 4:00 or later so I often missed initial presentations of resource persons, therefore, I can't really say. 1
k. Most were good -- Epilepsy was excellent. 1

l. Good -- I thought the lady from Barneveld was very good -- She showed me ways to work with students who had a learning disability. 1

m. Very good. 1

n. Very good -- added a lot of depth to the class. 1

o. Super, well informed, well prepared. 1

p. Very informative and usually quite interesting. 1

q. Excellent in most areas. 1

r. Very interesting most of time. Mr. Molumby talked too long -- obviously trying to fill in time gap -- time could have been used better. 1

6. Handouts.

a. Excellent. Presentor from Epilepsy Assoc. would probably have been more effective with handouts. 1

b. Many, many -- but 90% got further use by me. 1

c. I'll be reading for a long time -- 1

d. Very good. 2

e. More than adequate -- will use certain ones when needed. 1

f. OK 1

g. Very detailed -- good for future reference. 1

h. Good. 2

i. Very useful. I've referred to handouts frequently in my teaching. 1

j. Very helpful. Good for future reference. I put all of them in a notebook and have shared some with other people. 1

k. Very informative. 1

l. Very good -- covered the material very thoroughly. 1

m. Excellent and so many. 1

n. Enough, but very informative. 1

o. Many. 1

p. Nice to have for future reference. 1

7. Assignments.

a. Reasonable expectation by instructor. Good subject assignment. 1

b. I thoroughly appreciated the clarity of the assignment given at the beginning of the course and due April 4. It was the kind of thing that had flexibility, yet was specific to our needs. 1

c. Reasonable and could be very valuable depending how it was approached. 1

d. Fair. 1

e. Good -- the assignment made me actually get to work and do something that I wanted to do with the handicapped student before.

f. No answer. 3

g. Well related. 1

h. OK -- ones worked on in class were best. 1

i. Not really clear sometimes, but were explained well as groups worked. 1

j. Just right. Made us evaluate our own teaching and throw out things that were not working. 1

k. Stimulating and challenging, but also time consuming. I felt a real sense of accomplishment when I finished mine. Also, felt it would never have gotten done without the incentive from the class. 1

l. Good.
m. Fair -- tends to be hard to complete with other job responsibilities. 1
n. The assignment is good for a teacher, a non-teacher it is difficult to come up with a project. 1
o. More required towards meeting final objective. Too easy to put off till the end. 1
p. Realistic -- liked being able to work on things that were relevant to me. 1

B. What parts of the course were most useful to you?

a. No answer. 1
b. Entire course. 1
c. Discussion. 1
d. Educationally handicapped students and drugs. 1
e. Alcoholism. Liked thinking about reading skills and how students learn best, i.e. learning styles. Discussion. 1
f. Learning disability areas. 1
g. All parts of it will be useful. 1
h. Alcohol dependency. Drug dependency. 1
i. Presentations on classroom modifications for disabled learners. 1
j. The prescription format made me really consider if my teaching was fulfilling the objectives I had originally set down. The tips on working with L.D. and E.D. students were most beneficial. 1
k. Learning disabled and alcoholism -- also epilepsy. 1
l. Parts pertaining to slow learners, poor reading ability, etc. 1
m. Handouts. Frank discussion from knowledgeable staff.
n. The information handed out. The expression of teachers' attitudes toward instructing the handicapped. Films were good. 1
o. Emotional disturbance. 1
p. Learning disabilities were extremely useful to me both in working with the handicapped and with other students also. 1
q. The film about the dyslexic boy. The many strategies revealed for teaching disabled. 1
r. All were of great interest. The program modification for learning disabled was probably most useful (apparently), but the rest of the areas gave the why's. 1

C. Which parts of the course should be altered?

a. None. 6
b. No answer. 5
c. No suggestions. 1
d. The drug dependency lecture droned on a little long. Allow students in class to pose the special topics they want covered and use one whole class session for that. 1
e. More in depth in some areas -- learning disabilities, teaching strategies, drugs, alcohol. 1
f. Spend little more time on handouts. 1
g. None -- maybe intro to explain course more. 1
h. Maybe a little more on teaching strategies. 1
i. Introduction. Better understanding of projects. 1

D. Are there additional content areas which should be added to the course?

a.	No.	8
b.	No answer.	6
c.	Autism?? Wheelchair students?	1
d.	No. More in depth time spent in some areas -- alcohol dependency, drug dependency.	1
e.	More in depth in some areas -- learning disabilities, teaching strategies, drugs, alcohol.	1
f.	A motivational speech by a vocational administrator as to the need of instructing the handicapped and that in the future they will be instructed to by mandate.	1

E. How can SWVTI increase its long range effectiveness in providing education to handicapped students?

a.	No answer.	2
b.	This course is a tremendous help in developing an awareness of what can be accomplished -- many instructors are afraid of becoming involved without knowing what they are getting involved in.	1
c.	I think it does a good job now. It places students who are a little behind others in a learning environment of their own but socially with other students.	1
d.	Follow-up surveys on handicapped graduates with feedback coming to currently enrolled students.	1
e.	Keep giving the staff opportunities for more classes of this type.	1
f.	Probably by going to more individualized instruction. Also, using various medias to help the handicapped.	1
g.	Probably simply by continuing to educate handicapped students, modifying courses to suit, probably need more teachers, better student to teacher ratio.	1
h.	Hold more quality programs such as these.	1
i.	Go to LCP -- limited continuous progress.	1
j.	Make a real committment to educating the handicapped.	1
k.	Provide time for material development.	1
l.	1. Day Classes. 2. Ext. classes.	1
m.	Restrict class size.	1
n.	Continued push for changes and informative sessions to make staff aware of what can be done with a good attitude and a will to advance.	1
o.	Definetly -- there has to be a place in education and society for these people.	1
p.	We seem to have good organization for these students.	1
q.	By continued workshops, inservices, courses. Get the administration more involved or interested.	1

F. What administrative policies should be added, dropped or altered to accomplish D above?

a.	No answer.	5
b.	Smaller numbers to work with in classes working with handicapped.	1
c.	None -- take the course.	1

d.	Some of our handicapped grads or non-grads seem to disappear back into the limbo from whence they came. "Follow-up" might be systematized.	1
e.	I feel that SWVTI has been doing a good job of educating the staff as to the needs of the disabled. Just keep it up.	1
f.	The class size may create problems in teaching the handicapped.	1
g.	Provide inservice days. 2 day, 1 credit, short and pertinent.	1
h.	Go to individualized instruction as each division is able.	1
i.	This will require reducing the student to instructor ratio and providing funds to accomplish the objectives. Also, it takes special people to work with some of the handicapped. Some of these people cannot be put into a class with "regular" students with the expectation that the "regular" instructor must be expected to "cope with the situation."	1
j.	Develop policy for submitting and funding project development. Supervision of projects towards end product with A-V personal help available.	1
k.	Through GOAL programs.	1
l.	School Board discussion.	1
m.	Class size should be limited to allow the instructor more time to effectively work with these people.	1
n.	A change in attitude toward serving the handicapped.	1

G. Other comments?

a.	No answer.	9
b.	Good course -- I learned much and will use many of the methods talked about -- It has made me a better instructor (I hope).	1
c.	Thoroughly enjoyed the class and feel it will be of help to many of us. Glad I had a chance to participate.	1
d.	Good course. Well worth my time.	1
e.	This is the kind of course which truly has some "affective" impact. Though I've taught 25 years, modification became a strong new priority -- and I believe this will have lasting effect. Thanks.	1
f.	I enjoyed the course very much.	1
g.	I'm glad I took the course! I think I've grown!	1
h.	Very worthwhile.	1
i.	Excellent job and I'm very satisfied.	1
j.	I enjoyed the course and hope it swayed other instructors' attitudes to a positive note.	1

Wisconsin Vocational Studies Center

University of Wisconsin - Madison

321 Education Building, Box 49 • Madison, WI 53706

Phone: 608-263-3696

You are Invited to Visit an

Informal Resource Center on Education of the Handicapped

Presented by the

Wisconsin Vocational Studies Center, University of Wisconsin-Madison

on

Thursday, March 31, 1977 from 11:00 a.m. to 6:30 p.m.

at the

Northwoods Dining Room, Nicolet College and Technical Institute

Highlights of the "Informal Resource Center" Include:

*** A teaching materials display from the Center's Vocational Education Resource Collection on Handicapped and Special Education. The Resource Collection on the Handicapped now has over 2500 items available for free loan to Wisconsin teachers and other persons working with the handicapped. Educational materials relating to the following disabilities are available:

Physical Disability	Learning Disability	Mental Disability
Drug/Alcohol Dependency	Hearing Impairment	Speech Disability
Visual Impairment	Ex-Offenders	Emotional Disturbance
Language/Cultural Disability		

*** A display of visuals on teaching tips and strategies to use in educating the handicapped.

*** An opportunity to visit with the project staff of *Modification of Vocational Programs for the Handicapped* about problems concerning the education of the handicapped. If we cannot respond to specific problems at that time, we will attempt to provide you with information in the near future.

*** A chance to tell the project staff if you would like to participate in a proposed multi-session inservice course on *Program Modification and Prescriptive Teaching for Handicapped Students* which could possibly be taught in the Rhinelander area.

We are looking forward to meeting you on Thursday, March 31, 1977.

Lloyd W. Tindall	John Gugerty	Barbara Dougherty
Project Associate	Specialist	Project Specialist

Professional Development Course on

Program Modification and Prescriptive Teaching for Handicapped Students

Instructors - Lloyd W. Tindall, John J. Gugerty, Barbara Dougherty

	Tuesday, May 31	Wednesday, June 1	Thursday, June 2	Friday, June 3
8:00 a.m.	-Workshop Format -Resources for teaching the handicapped -Prescriptive teaching approach	*Emotional Disturbance* -Interpersonal Expectations -Movie: *How Are You?*	*Field Trip* -Currative Workshop of Milwaukee 9:00 a.m. - 10:00 a.m.	*Language/Cultural Disabilities* -Resource Persons -*Sael Ruiz, Recruiter Counselor, Spanish Speaking Students-MATC* -*Barney Bush, Recruiter*
9:00 a.m.		-Resource Persons *Dr. Ely Sires, Eileen Forman, Milwaukee County Child and Adolescent*		
9:45 a.m.	B R E A K			
10:00 a.m.	-Exercises in Prescriptive teaching	*Treatment Center* -Interpersonal communication in the classroom	-Currative Workshop Instructional Techniques and the	*Counselor, Native American-MATC* -*Virginia Johnson, Guidance*
11:00 a.m.			MATC Classroom	-Language/Cultural Students in the Classroom
12:00 p.m.	L U N C H			
1:00 p.m.	*Learning Disabilities* -What is it like to be learning disabled?	*Educable Mentally Retarded* -Resource Person *Jim Hodges, Wisconsin Association of Retarded Citizens*	*Drug and Alcohol Abuse* -Video tape: *Drink, Drank, Drunk* - Carol Burnett	-Hearing Impaired -Visual Impaired
2:00 p.m.	-Movie: *If a Boy Can't Learn* -What to do about the		-Resource Person *Ryne Duren, Executive Director, Stoughton Rehabilitation Dept., Stoughton Comm. Hosp.*	
2:45 p.m.	B R E A K			
3:00 p.m.	learning disabled student in the classroom	-Teaching the EMR at MATC	*Ex-offenders* -Resource Person *John Nieubuurt, Advocap Supported Work Program Winnebago, WI*	-Physical Disabilities
4:00 p.m.		-Teaching the EMR at MATC	-Do teaching techniques need to be changed?	-Wrap-up and Evaluation
5:00 p.m.				

PROFESSIONAL DEVELOPMENT COURSE

PROGRAM MODIFICATION AND PRESCRIPTIVE TEACHING

FOR HANDICAPPED STUDENTS

May 31, 1977 to June 3, 1977

at

Milwaukee Area Technical College, Milwaukee, Wisconsin

Instructors: Lloyd W. Tindall, John J. Gugerty and Barbara Dougherty, Wisconsin Vocational Studies Center, University of Wisconsin Madison

Completed Evaluation: 20/20

Number of Teachers from Department Area

Auto Servicing	1	Mechanical Design	1
Biomedical Instrumentation	1	Natural Science	1
Business	2	Operating Room	1
Civil Technology	1	Nursing	2
Dental Hygiene	1	Reading	1
English	1	Secretarial Science	2
General Education	2	Welding	3

Please evaluate the following content areas of the Professional Development Course on Prescriptive Teaching of Handicapped Students conducted at the Milwaukee Area Technical College from May 31 through June 3, 1977 which you have just completed.

1. Number of days used for inservice training (4); length of each day's activities (8 hours).

   a. Day was long but do appreciate doing it in four days and not five. 1
   b. Fine. 1
   c. Days perhaps should have been increased, and hours per day decreased. 1
   d. Personally, I liked the fact that all of the activities were concentrated in four days. 1
   e. Monday and Tuesday seemed very long and tiring. However, I can't see that shortening it would improve. 1
   f. 5 days of 6 hours each would be much better. 1

g. Long days but informative and well planned. 1
h. Long but effective. The Curative Field Trip certainly broke up the morning. 1
i. Fast and to the point! O.K. in my book! 1
j. Leave as is; the structure of course was conducive to learning, which did not get boring 1
k. Adequate; however this is fairly realistic. Variables like subject matter covered, speaking, etc. will affect the length of the activities. 1
l. Long hard hours - but necessary. 1
m. O.K. But don't start before 9 a.m. 1
n. Meaningful amount of time - enough time in length of day - right amount of days (4). 1
o. Would prefer less hours per day. 1
p. Too long - shorten if possible; i.e., shorter lunch hour. 1
q. 4 days - 8 hours/day was sufficient. Days seemed long, but material was interesting. 1
r. Provide break with donuts or peanuts at least once a day. More time allowed for some speakers than others. 1
s. Length of day too long for sitting. Thursday's schedule was o.k. because more movement involved for us and day went faster. Would prefer 5 shorter days. 1
t. No Answer. 1

2. Prescription foundation model approach.

a. Adequate - presents different thoughts. 1
b. Insufficient amplification in terms of practical application. 1
c. O.K. This is really a "scientific" approach to problem solving of any kind. That is, assemble the facts and reach a decision. 1
d. Excellent for our area. 1
e. Clever way to present the over-all course. 1
f. More detail and input could have been fed into this. 1
g. A nice and innovative approach! 1
h. A very adequate approach - capsuled the whole course and gave an insight into what to expect. 1
i. Very good. 1
j. O.K. 1
k. This never really got across to me very clearly. Perhaps it wasn't reinforced after it was introduced and not applied to each (or any) handicap in any way that was recognizable to me. 1
l. Perceptive, meaningful, suitable individualized approach - quite suitable to L.D.'s. 1
m. Well done. 1
n. Well done. Should have been reviewed on last day in the first session. 1
o. No Answer. 4

3. Disability Areas covered.

a. Would have liked physical disabilities covered in greater detail and more approaches or prescriptions for handling disability in classroom. 1
b. Quantity - fine. Quality - what is meant by "covered?" They were not all "covered" in terms of the course title. 1
c. Areas covered were fine. How about an area of psycho-motor impairment or deficiency? 1
d. Many ideas and suggestions which will be helpful. 1
e. Excellent range covered. 1
f. Group did a complete coverage of all disability areas. 1
g. Here, the drug area could be more effectively covered - or maybe a follow-up course just relating to this particular aspect would be of great help to an instructor. 1
h. Satisfactory. 1
i. Fine. 1
j. O.K. However, many of the particular types of handicaps (blind, deaf, EMR, etc.) are screened out and never appear in my classroom at all (or extremely seldom). I would have appreciated more emphasis on cultural, drug abuse, and ex-offenders. (My subject is English, by the way.) 1
k. All areas except: 1) neurological, 2) emotionally disturbed - psychological: only briefly touched. 1
l. Would like to see more of wheelchair patients' needs in a work environment. 1
m. Some student input would be helpful to show how some teachers have made allowances previously. 1
n. Covered a lot of material in the time we had. 1
o. More on where to get help for the hard of hearing, etc. 1
p. Very comprehensive coverage in all major areas. Very candid. 1
q. All areas were covered, not enough time spent on physically handicapped. 1
r. Very well covered, but course could relate to handicaps we would encounter at our level. 1
s. Plenty of areas and also the areas of most concern in our school. Selection good. 1
t. No Answer. 1

4. Class presentations.

a. Very good. Enjoyed moderator bringing session to point. 1
b. I would have appreciated a larger teaching role by L. Tindall. J. Gugerty and B. Dougherty were fine. 1
c. Fine. Kept to schedule. Kept involved in meaningful information pertinent to voc./tech. students. 1
d. Good and detailed. 1
e. Very timely presentations. 1
f. I felt they were adequate! 1
g. Very good. 2
h. Very good. Audio-visuals were excellent. 1
i. John was especially good. 1

j. In some the point was not clear. I really didn't know what I was supposed to get. They were just "thrown at me." If that was the intention, then perhaps I should have been told that was going to be the approach. 1
k. 1) well prepared, 2) well presented, 3) comprehensive, 4) well researched, 5) well rounded. 1
l. Well done. 1
m. Well planned and interesting. 1
n. Good visual aids, key areas covered, complimented by resource persons. 1
o. Good. 1
p. Excellent, varied, and informative. 1
q. Class presentations were handled well - that isn't easy. 1
r. No Answer. 1

5. Resource persons.

a. Enjoyed variety of speakers and approaches. 1
b. A very, very mixed bag. Only one was adequately prepared to address us in terms of "program modification and prescriptive teaching," in my view. Most were interesting, but not on target of purpose of course. 1
c. Excellent. I couldn't think of a better resource person for any area. Would enjoy hearing them again! How could you find such excellent resource persons in all areas? 1
d. Excellent. 3
e. All very good, however more variances could have been used regarding language disabilities. 1
f. I found the resource persons interesting, informative, and entertaining. 1
g. Excellent use of people who really know their field. 1
h. Mostly, very good. The people brought in, to me, were the most impactful part of the course. 1
i. 1) varied backgrounds, 2) well informed, for most part, 3) enthusiastic. 1
j. More impressed by handicapped areas regarding methods of assisting the handicapped individual. 1
k. All were dynamic and pertinent to areas. Chico Ruiz perhaps needed to be more explicit regarding learning disabilities. 1
l. Excellent. Ex-offender told it like it was because he had been there. When talking about sightless or deaf, have one of these people as a resource person. They are better able to tell it like it is than someone else. 1
m. Fantastic. 1
n. Very expert in each area - each person was candid in his/her area. 1
o. I enjoyed their presentations, and gained a better understanding. 1
p. Professional, knowledgeable and they could relate their disucssions to our needs. 1
q. Good selection. 1
r. Excellent. The best was John N. - ex-con. Next Ryne Duren. 1

6. Handouts.

a. Will take rest of summer to read. 1
b. Excellent. 2
c. Lots of effort here on your part. I haven't had a chance to read many on this date but plan to read them all this summer. Thanks for your efforts. 1
d. A great resource when we discover we have a disabled person in our class. 1
e. Excessive use of them, but good. I haven't read any of them but presume they're all excellent. Compile them in 1 packet would be my only suggestion. 1
f. I felt that a booklet with these handouts contained within would be less clumsy! 1
g. Very good - this gives the class something to go over and digest later or if one has time during the course. 1
h. Inundating - but in our best interests. 1
i. Some good, some fair. (Too many? Could you boil them down?) 1
j. Well researched - informative - comprehensive in depth, sufficient for even the most discriminating. 1
k. All areas well covered. 1
l. All well done and colorfully coded. Perhaps numbering system could be devised to arrange them in an organized manner. Provide a summary Table of Contents. 1
m. Glad to have for reference purposes. 1
n. To many, most will never be looked at. 1
o. Overwhelming supply - however, useful for resource material. 1
p. Not enough time to evaluate handouts. Probably too many for me to go over. 1
q. A workbook should be made up with an index for future reference. 1
r. I am sure I will find most of the information interesting and some I know will be very useful. 1
s. Terrific - I fully intend to use them as these specific areas arise in my teaching areas. 1

7. Assignments.

a. No comment yet! 1
b. I think the assignment will be most beneficial. 1
c. O.K. Clear, plenty of time, and assignments in our area that may prove of future value. 1
d. Appreciated no homework! 1
e. Good! 1
f. There were no assignments except reading the handouts, which were abundant. 1
g. Great - just the way it is. 1
h. Most guest speakers were able only to identify who they were and where they came from but did not do much to show how we could alter our classes to better suit their particular disabilities. The assignment of altering a class to suit certain disabilities will be difficult if the experts could not offer many solutions. 1

i. Perhaps you could offer an option in the future. I found it hard to fit into the one offered. 1
j. Relative, meaningful, well suited to subject, not suffocating and suppressing of enthusiasm of class. 1
k. Sufficient. 1
l. Good. 1
m. Not applicable. 1
n. Other than looking over the handouts, there were none. That's o.k. because 8-5 is enough for 1 day in which to absorb material. 1
o. No Answer. 5

8. Field Trip.

a. Well done- no changes. 1
b. Excellent. 3
c. Absolutely terrific! I'm so glad I had this experience. 1
d. Outstanding - most of us were not aware of this wonderful facility. 1
e. Excellent. Perhaps another one, "Southern Colony" my only suggestion. Of course, distance would be a problem. 1
f. Excellent field trip, informative and carried out nicely! 1
g. The Curative Workshop was an effective trip because it did show many of us just what facilities we do have in this area. 1
h. Good! 1
i. Very good choice - meaningful - relative to seminar on LD - informative - valuable Community resource. 1
j. Extremely interesting. 1
k. This must be included in all future workshops. Absolutely the best part of the class! 1
l. Very good. 1
m. Amazing, I was not aware of the scope of Curative Workshop. Very good. 1
n. Enjoyed very much and learned some things at the same time. Developed a certain pride in our community with this facility. 1
o. Again, the tight schedule would not allow more time, but the CWS was very impressive. 1
p. Excellent - very informative on what the workshop is accomplishing. 1
q. Workshop was very interesting. 1
r. Well worthwhile. Glad to see it in operation and learn what service they provide. Very vague about it before. 1

A. What parts of the course were most useful to you?

a. Resource people each brought their individual personalities and causes with them. I learned more from them than reading the handouts (although I appreciate those for supplementary information). 1
b. The approaches to learning disabilities, and counselor visitation. 1
c. The question and answer with the resource people. 1
d. 1) field trip, 2) variety of speakers, 3) class discussion, 4) films, 5) question and answer sessions. 1

e. Guest speakers. 1
f. Accentuation of the handicapped person's problems. 1
g. 1) visual and auditory areas, 2) adaptations of methods of L. Disabled, 3) capable instructors. 1
h. The people who provided information on where minorities and disabilities were "coming from," their frame of reference. 1
i. Again - the whole course, all of the course can be utilized for future reference. 1
j. Job placement of the handicapped and a good review of what is a handicap! 1
k. The input from the resource persons. 1
l. Learning more about the Indian, Latin-American and Black; however, the guest speakers outside of MATC were outstanding. 1
m. Tour, speakers, films? What can I say - I would change anything. 1
n. The morning of Tuesday, May 31. The morning of Thursday, June 2. The afternoon of Friday, June 3. 1
o. Learning and emotional disabilities. 1
p. The parts which showed us how to identify and either correct, work with or refer us to an area to [obtain] help. 1
q. Field trip at the workshop - more insight into possibilities for job placement for the handicapped. 1
r. Resource people gave me an understanding of their background and work with minorities and handicapped. 1
s. Films, discussion, rap sessions. To some extent, resource people giving us an idea of their particular backgrounds. Some got too involved in this, however. Would rather have instances explained that might arise in classroom and how we can cope with it effectively. 1

B. Which parts of the course should be altered?

a. Tuesday and Wednesday may need restructuring as it was too much lecture. Also, do not show films immediately after lunch - as good as they were, I had much trouble staying awake. 1
b. Increase total day and decrease hours per day. Time. 1
c. Time and handouts. 1
d. Find another set of Language/Cultural speakers. Need more v v variety and pertinent data related to VTAE. 1
e. None. 2
f. Physical environment could be changed to help day's length. Less emphasis on Native and Black Americans - not truly disabled. 1
g. Use blindfold/earmuffs, etc. to demonstrate hearing and visual loss. 1
h. Give more "identification" of these disabilities in the classroom context. 1
i. I felt most of the course parts were adequate! 1
j. Tuesday a.m. 1
k. As is. This course should be a must for (all?) instructors. 1
l. ? 1
m. Personally, I don't think it could be improved. 1
n. Those that are top-heavy on the "why's" but offer negligible assistance as to the "how's." 1

o. Language cultural disabilities - bring in all areas - e.g., Oriental and European. 1
p. Would like to have actually worked on the modification of an actual course outline in class. 1
q. Have actual people involved (who have the disability). 1
r. No Answer. 2

C. Are there additional content areas which should be added to the course?

a. Someone to speak on counseling services available. Someone from CETA or Manpower Training. 1
b. Neurological defects - psychological handicaps. 1
c. ? 1
d. More application to incorporation of such a person into our individual programs. 1
e. The drug and psychological aspect. 1
f. Perceptual (visual and auditory) and psycho-motor in skills area. This may not be of interest to the masses, but I find it of value. 1
g. Language cultural disabilities - bring in all areas - e.g., Oriental and European. 1
h. A little more on drug and alcohol abuse and how to control in the classroom environment. 1
i. None. 4
j. No Answer. 7

D. How can MATC increase its long range effectiveness in providing education to handicapped students?

a. Identification - inform teachers - counselor-teacher prescriptions for students - more inter-agency interaction. 1
b. More input from teachers well versed in L.D. - more active participation on parts of administrators. 1
c. Make one counselor responsible for the handicapped. They need a spokesman. 1
d. Getting through to the bureaucratic administration here at MATC. 1
e. Being realistic about the law that has become effective June 2, 1977. Things will have to be changed and the departments involved will necessarily have to be made ready; i.e., legally speaking. 1
f. This class is a great start - much worthwhile efforts should be produced from this start. 1
g. Have all teachers and administrators be involved. We are such a small minority and system of school limits abilities. 1
h. Offer this course to administrators. Many of the constructive ideas offered in this course cannot be applied because of current policies. 1
i. A screening or evaluation of students that have a handicap, followed by proper counseling! 1

j. Have more handicapped in our courses so we can learn to deal with them on their required level. 1

k. Primarily faculty members should be given an inservice. Not just by choice but on a mandatory basis. 1

l. Education of both faculty, staff, and administration. 1

m. Collect materials and source information for various disabilities and let all instructors know they are available. Instructors do not know they have a learning disabled person in class but have to find out for themselves. If ascertained by counseling center, this information should be relayed to teacher. 1

n. By re-evaluating the present policies and course content - to enlighten the various industries as to the handicapped [person's] potential in the industrial society. 1

o. This course should be a must for (all?) instructors. 1

p. Try, try harder. 1

q. By getting closer to the situation and making changes. Have some of your guests speak to the teachers in groups at inservice days. 1

r. Continue to educate the instructors in this fashion. 1

s. No Answer. 2

E. What administrative policies should be added, dropped, or altered to accomplish D above?

a. Communicate with counselors. Communicate with testing facilities on how to refer problem students. Give a number to students who have had a personal evaluation on all class cards. 1

b. Suggest bonus system for employees - $50 bonus when teacher undertakes research for areas of need at MATC - more flexibility in administering new programs - less emphasis on what CAN'T be done and more on 1) making what we have work, and 2) improving as we re-evaluate each year - the interest of faculty has been there for some time (of this need). Why aren't we further along? I don't understand this - the funding is here, the talent is here, the need has been here - suggestion: more use of inside talent - experienced teachers are a wealth of information and capabilities. 1

c. More teacher aides, a change of the grade system, a more open-ended campus so that students could start and stop programs at various times with little interruption. Our system here does not allow this because of its regemented bureaucratic system. 1

d. ? 1

e. Passing the buck -- 1

f. Grades, time limits of semesters, teacher aide, freer policies. May not be possible. We do not have open-ended programs. In these schools more can be done with disabled students. Our framework of school is rigid. Entire system would have to be changed. We teach to those who can survive in our structure which cannot be changed in a short time. It would take time to prepare staff and students for open-ended instruction. 1

g. Open-ended classroom teaching should be broadened in scope at this school. 1

h. A screening or evaluation of students that have a handicap, followed by proper counseling! 1

i. Unknown. 1
j. Putting students on probation just because of certain handicaps without really delving into the realities of the student's problem. 1
k. More thorough testing, and allow more time to instructors to work on a one-on-one. 1
l. More selective method for screening incoming students, by all responsible parties. 1
m. Involve more faculty on planning, policies and procedures. 1
n. Less students per instructor. 1
o. No Answer. 5

F. Other comments?

a. A great deal of thought, planning, effort, and concern for this program on handicapped learners was involved in the planning. I thought it was well done. We received a tremendous amount of meaningful information in a few days, and I don't believe anyone here could have failed to come away without a much better approach to teaching the handicapped. Thank you very, very much for all the fine ideas you shared with us. I hope to be a better and more understanding teacher because of it. 1
b. Excellent workshop, well structured and presented. Will be very useful in my teaching. You let us rap together and share experiences and we learned from this. 1
c. The group from U. of Wis. did an excellent job. Your efforts are appreciated. Thank you! 1
d. Thank you - I appreciate your dedication. You were all terrific! 1
e. It may be hard to relate some of the ways to change my classes to adapt to handicapped, but I did get a much better understanding of their needs. Enjoyed class very much, thought it was very well organized. 1
f. I think the class was very interesting, well run. Don't drop the course. Thank you. 1
g. I have listened to many discussions during the week, very useful discussions, however I am really concerned about activation. I mean really seeing all of our students, handicapped or not, as people. 1
h. The MATC administrators should be in attendance! 1
i. Well presented and I would recommend presentation to entire faculty. 1
j. This has been an enriching week as far as I am concerned. I do feel that the whole faculty body should have come to this course - even not for credits but for better job satisfaction through better student services. 1
k. To use an old phrase, the course opened my eyes! 1
l. I feel that administration of MATC should attend these meetings to see and hear some of these issues. 1
m. I personally have enjoyed this course and found it to be most enlightening on the subjects involved. It certainly has opened my eyes to things I didn't realize were quite obvious, but not to me! 1

n. I came to find out how to identify the "closet" handicapped person in the classroom and how to modify my behavior to deal with them. I got very little of that, really. However, I did get a lot of information that sorted out the types of handicaps. That, of course, was worthwhile, but it wasn't my major interest. Perhaps the title of the course should be altered to match more with what is actually done. 1

o. Very well done! 1

p. No Answer. 5

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, director
Roger H. Lambert, associate director

for further information contact:

WISCONSIN VOCATIONAL STUDIES CENTER
321 EDUCATION BUILDING
1000 BASCOM MALL
MADISON, WISCONSIN 53706

608-263-3696